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ABSTRACT

Compiled for school administrators, teachers, researchers, information specialists, professional organizations, students, and others interested in locating and using educational resources on the American Indian, this bibliography is a supplement to five previous publications by the Educational Resources Information Center/Clearninghouse on Rural Education and Small Schools (ERIC/CRESS). Part 1 contains 284 citations and abstracts which have appeared in Resources in Education (RIE), and ERIC publication. RIE document resumes (October 1973-September 1974) are reproduced; they include ERIC accession number (ED), author(s), title, source(s), date of publication, ERIC Document Reproduction Service price or an alternate availability, descriptors, identifier(s), and the abstract. Part 2 contains 254 citations from Current Index to Journals in Education (CIJE), also an ERIC publication. Brief annotations appear only when descriptors and identifiers cannot adequately describe the article. A combined RIE and CIJE subject index and an ERIC document reproduction order form are also provided. Entries cover a wide variety of educational materials relative to the American Indian, such as research and program reports, books, articles, bibliographies, papers, and speeches. (JC)

ED 100547

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A SELECTED BIBLIOGRAPHY

(with ERIC Abstracts)

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INTRODUCTION

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using educational resources.

Each of the ERIC network centers focuses on a separate area (or areas) of education (for a listing of the individual clearinghouses, readers should consult a current issue of *Resources in Education*, formerly *Research in Education*). It is the responsibility of the ERIC Clearinghouse on Rural Education and Small Schools (CRESS) to collect materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education and to input these materials into the national ERIC system.

A main function of the ERIC system is to process documents other than current journal articles for announcement in *Resources in Education* (*RIE*), a monthly publication containing abstracts of research, research-related reports, and resource materials in education as input by the various clearinghouses. In addition, ERIC compiles the *Current Index to Journals in Education* (*CIJE*), a monthly index which provides citations from more than seven hundred major publications: journals, quarterlies, annuals, and yearbooks.

About the Bibliography

The present bibliography was compiled to provide access to some of the latest research findings or developments in American Indian education. The present bibliography is a supplement to four previous ERIC/CRESS publications. The previously published bibliographies, in conjunction with the present supplement, comprise a series of bibliographies designed to provide cumulative coverage of American Indian education throughout the currently available issues of *RIE* and *CIJE*. (It should be noted that microfiche and hard copy prices in the previously published bibliographies do not reflect current ERIC Document Reproduction service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.)

In conducting the computer search of the ERIC tapes for the purpose of compiling this bibliography, the only term used was AMERICAN INDIAN. The output was then screened for relevancy to American Indian education.

Sources of Material

Resources in Education. Part I of the present supplement contains citations and abstracts which have appeared in *RIE* from the October 1973 issue through the September 1974 issue. *RIE* contains subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title sources(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability, and the abstract.

For the subject index, two types of descriptive terms are available for *RIE*, as well as *CIJE*: descriptors and identifiers. Descriptors are technically meaningful terms or short phrases that have been incorporated into the *Thesaurus of ERIC Descriptors*. Descriptors are used to characterize the document and for indexing and retrieval purposes. Only major descriptors (those preceded by an asterisk) are used for indexing purposes in this bibliography.

Proper names of persons, geographical locations, trade names, and so on may be important in describing a document. These terms, called identifiers, are not found in the *Thesaurus*. Identifiers are included with the citations in *RIE* for descriptive purposes. Major identifiers (those preceded by an asterisk) are not indexed in this bibliography.

When using the *RIE* section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described on the order blank appended to the present bibliographic supplement.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public; please contact the Information Specialist at ERIC/CRESS for information on locations of these collections.

Current Index to Journals in Education. Part II of this supplement, *CIJE* coverage, includes citations from *CIJE* beginning with the October 1973 issue and continuing through the September 1974 issue. Entries listed in the *CIJE* section of this bibliography are processed in a slightly different manner than are *RIE* citations. Brief annotations take the place of *RIE* abstracts. Furthermore, annotations are provided only when it is thought that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages. Please note that there are two CIJE entries per page.

Since *CIJE* entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

The Subject Index

A combined *RIE* and *CIJE* index is provided at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of American Indian education. The index terms, descriptors under which the citations were indexed in *RIE* or *CIJE*, are from the *Thesaurus of ERIC Descriptors*. Only major descriptors (those preceded by an asterisk) are indexed; major identifiers are not indexed in this bibliography.

Each citation in the bibliography is headed by an ERIC accession number. Entries from *RIE* are assigned an ED number; those from *CIJE* are assigned an EJ number. In both the *RIE* and *CIJE* sections, the citations appear in numerical order according to the accession number. The citations are referenced in the index by the accession number.

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Document Contributions

Persons desiring to contribute materials such as those cited in this bibliography may do so be sending one copy (two if available) to

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PART I: CITATIONS FROM

RESEARCH IN EDUCATION

ACCESSION NUMBER: ED077605

PUBLICATION DATE: 7 MAR 72

TITLE: SUPPLEMENTARY EDUCATION FOR INDIANS IN RURAL AND RESERVATION AREAS. FINAL REPORT, 1972.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATION; FEDERAL AID; *FEDERAL PROGRAMS; *NONRESERVATION AMERICAN INDIANS; *PROGRAM EVALUATION; TABLES (DATA)

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III

DESCRIPTIVE NOTE: 72P.

THE DOCUMENT IS THE MARCH 1972 FINAL REPORT OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA), TITLE III PROJECT WHICH PROVIDES SUPPLEMENTARY EDUCATION FOR AMERICAN INDIANS IN RURAL AND RESERVATION AREAS. THE DOCUMENT COVERS EVALUATION PROCEDURES OF THE TUTORIAL PROGRAM, VOCATIONAL TRAINING, COUNSELING, ADULT CLASSES AND ACTIVITIES, SUMMER RECREATIONAL AND ACADEMIC EXPERIENCES, AND COORDINATED PROGRAMS WITH THE PUBLIC SCHOOLS. RESULTS OBTAINED COVER THE PREVIOUSLY LISTED AREAS, SHOWING THE EVALUATION BY TABLES. THE EFFECT ON THE CLIENTELE IS ALSO INCLUDED IN THE CONCLUSIONS FOR EACH PROCEDURAL OBJECTIVE. APPENDIXES COVER THE CALIFORNIA STATE PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS; CALIFORNIA STATE SCHOOL DISTRICT INVENTORY OF EQUIPMENT ACQUIRED WITH TITLE III FUNDS; AND ESEA TITLE III STATISTICAL DATA. (FF)

ACCESSION NUMBER: ED077611

PUBLICATION DATE: OCT 71

TITLE: REPORT OF THE LAKOTA HIGHER EDUCATION CENTER.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY COLLEGES; COMMUNITY INVOLVEMENT; *CREDIT COURSES; CULTURAL FACTORS; EDUCATIONAL FINANCE; *FEDERAL AID; *HIGHER EDUCATION; TRIBES

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; LAKOTA HIGHER EDUCATION CENTER; *OGLALA SIOUX

DESCRIPTIVE NOTE: 17P.

IN FEBRUARY 1971, THE BUREAU OF INDIAN AFFAIRS GRANTED $22,900 TO THE OGLALA SIOUX TO DEVELOP A TRIBAL SPONSORED COLLEGE CENTER. ACCORDING TO THE PROPOSAL, THE GRANT WOULD BE USED TO PLAN AND INITIATE A SYSTEM WHICH: (1) USES COURSES TO REACH OUT TO THE AREA POPULATION ON THE BASIS OF THEIR NEEDS; (2) IS INTEGRATED WITH THE AGENCIES AND ESTABLISHMENTS SERVING AND/OR EMPLOYING THE RESERVATION POPULATION; (3) HAS CURRICULA GEARED AND CREATED TO MEET THE SPECIAL CULTURAL NEEDS AND DEMANDS OF THE SIOUX PEOPLE, ALSO PROVIDING FOR LOCAL CONTROL; AND (4) PROVIDES A MODEL SYSTEM FOR IMPLEMENTATION BY OTHER RURAL AREAS, ESPECIALLY THOSE CHARACTERIZED BY POVERTY AND/OR CULTURAL DIFFERENCES. THE REPORT COVERED 3 MAIN AREAS: (1) REVIEW OF GRANT AND INITIAL STATUS OF COLLEGE CENTER; (2) PRESENT STATUS OF COLLEGE CENTER; AND (3) DEFICIENCIES OF PRESENT OPERATION. (FF)

ACCESSION NUMBER: ED077614

PUBLICATION DATE: 55

TITLE: EDUCATION FOR BETTER LIVING. A STUDY OF THE EFFECTIVENESS OF THE PINE RIDGE EDUCATIONAL PROGRAM.

PERSONAL AUTHOR: DALE, GEORGE A.

DESCRIPTOR: *AMERICAN INDIANS; CAREER EDUCATION; COMMUNITY INVOLVEMENT; *CURRICULUM DEVELOPMENT; *EDUCATION; *PROGRAM EFFECTIVENESS; *RELEVANCE (EDUCATION); RESERVATIONS (INDIAN); STUDENT NEEDS; TABLES (DATA)

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; OGLALA SIOUX; *PINE RIDGE BOARDING SCHOOL

DESCRIPTIVE NOTE: 251P.

DURING 1938-39 A STUDY OF STUDENTS AND GRADUATES OF THE PINE RIDGE FEDERAL SCHOOL REVEALED THAT MOST OF THESE STUDENTS (98%) STAYED ON THE OGLALA SIOUX RESERVATION. THE SCHOOL PROGRAM WAS LARGELY ACADEMIC, CONTRIBUTING LITTLE TO THEIR EMPLOYABILITY. AS A RESULT, THE PROGRAM WAS REMODELED TO MAKE IT RESPONSIVE TO RESERVATION ECONOMIC AND SOCIAL NEEDS. IN 1950 AN INTENSIVE EVALUATION OF THE SCHOOL CURRICULUM FROM 1936 TO 1950 WAS MADE. STUDENTS WHO WERE EXPOSED TO THE REMODELED CURRICULUM ASKED 2 BASIC QUESTIONS: (1) ARE THE FORMER STUDENTS MAKING A BETTER LIVING THROUGH THE USE OF RESERVATIONS RESOURCES OR THROUGH WAGE EMPLOYMENT AS A RESULT OF THEIR SCHOOL TRAINING, THAN WOULD OTHERWISE HAVE OCCURRED? (2) WHAT DO THESE FORMER STUDENTS THINK ABOUT THE EFFECTIVENESS OF THE SCHOOL PROGRAM, AND HOW WOULD THEY CHANGE IT? THE SURVEY WAS CONCERNED PRIMARILY WITH THE USEFULNESS OF THOSE PARTS OF THE SCHOOL CURRICULUM WHICH WERE PLANNED SPECIFICALLY TO HELP AMERICAN INDIANS MAKE A BETTER LIVING. RESPONDENTS WERE ALL ADULTS WHO HAD BEEN OUT OF SCHOOL FROM 3-10 YEARS. ONE RESPONSE STATED "THIS (STUDY) IS A CHANCE FOR AN INDIAN TO REALLY SPEAK HIS MIND ABOUT THE SCHOOLS." (FF)

ACCESSION NUMBER: ED077615

PUBLICATION DATE: 49

TITLE: IN STEP WITH THE STATES. A COMPARISON OF STATE AND INDIAN SERVICE EDUCATIONAL OBJECTIVES AND METHODS.

PERSONAL AUTHOR: HOWARD, HOMER H.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; *COMPARATIVE ANALYSIS; COURSE OBJECTIVES; *CURRICULUM DEVELOPMENT; ESKIMOS; *FEDERAL PROGRAMS; FLEXIBLE SCHEDULING; RURAL SCHOOLS; STUDENT NEEDS; *TEACHING PROCEDURES

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 110P.

THE PURPOSE OF THIS 1949 BOOK IS TO SUMMARIZE THE BELIEFS OF THE EDUCATION DIVISION OF THE UNITED STATES INDIAN SERVICE AND TO PRESENT SUMMARIZED STATEMENTS OF THE EDUCATIONAL OBJECTIVES AND TEACHING PRACTICES OF ALASKA AND THE 15 STATES WHERE THE INDIAN SERVICE OPERATES SCHOOLS. PART I ANSWERS SUCH QUESTIONS AS HOW PUBLIC SCHOOLS ARE CHANGING; ARE ALL PUBLIC SCHOOLS GOOD SCHOOLS; AND WHY INDIAN SCHOOLS CHANGE RAPIDLY. THE EDUCATIONAL APPROACH, THE PRIMARY OBJECTIVES OF INDIAN SCHOOLS, THE PROVISIONS FOR INDIVIDUAL DIFFERENCES, AND SURVEYS AS FOUNDATIONS FOR CURRICULUM DEVELOPMENT ARE ADDITIONAL TOPICS DISCUSSED IN PART I. PART II REVIEWS COURSES OF STUDY IN ARIZONA, COLORADO, FLORIDA, MINNESOTA, NEBRASKA, NEVADA, NEW MEXICO, NORTH CAROLINA, NORTH DAKOTA, OKLAHOMA, OREGON, SOUTH DAKOTA, TEXAS, UTAH, AND WASHINGTON. THE COURSE OF STUDY FOR ALASKA'S ELEMENTARY AND SECONDARY TERRITORIAL SCHOOLS IS EXAMINED IN PART III. (HBC)

ACCESSION NUMBER: ED077619

PUBLICATION DATE: MAR 73

TITLE: MAN IN THE NORTH TECHNICAL PAPER. EDUCATION IN THE CANADIAN NORTH, THREE REPORTS: 1971-1972.

PERSONAL AUTHOR: BROWN, DOUG; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; *APPRENTICESHIPS; AREA STUDIES; *COMMUNITY EDUCATION; COMMUNITY INVOLVEMENT; ELEMENTARY SCHOOL TEACHERS; ESKIMOS; *INSERVICE TEACHER EDUCATION; *MINORITY GROUPS; *TECHNICAL REPORTS

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 156P.; FOR RELATED DOCUMENTS, SEE ED 077620

THE 3 RESEARCH TOPICS EXAMINED IN THIS REPORT ARE IDENTIFIED AS CRUCIALLY IMPORTANT BY THE 1970 MAN IN THE NORTH INUVIK CONFERENCE. ESKIMO, INDIAN, AND METIS RESIDENTS OF THE NORTH COMPRISE 2/3 OF THE CONFERENCE PARTICIPANTS. THE FIRST 2 REPORTS ARE ON APPLIED RESEARCH PROJECTS, THE FIRST DEALING WITH SOME PRACTICAL WAYS TO APPLY THE CONCEPT OF COMMUNITY-GUIDED EDUCATION, THE SECOND WITH TRAINING NORTHERN NATIVE TEACHERS. THE THIRD REPORT IS A STUDY OF SOUTHERN TEACHER PREPARATION FOR PROFESSIONAL TEACHING IN THE NORTH. THREE CONCLUSIONS APPEAR MOST SIGNIFICANT FOR THE PRESENT STAGE OF NORTHERN EDUCATION: (1) WHILE OFFICIAL DIRECTIVES CONCERNING NORTHERN EDUCATION SEEM TO BE PROMISING, VERY OFTEN THEY LACK COMPREHENSION FROM THE ADMINISTRATORS, THE TEACHING STAFFS, AND CONCERNED POPULATIONS; (2) LOCAL COMMITTEES MUST HAVE WELL-DEFINED RESPONSIBILITIES IN THE SELECTION, HIRING, TRANSFER, AND DISMISSAL OF TEACHERS; AND (3) EFFORTS TO POST NATIVE TEACHERS TO THE ELEMENTARY GRADES SHOULD NOT EXCLUDE NEW AND IMAGINATIVE FORMULAS THAT DEPART FROM THE SEMPITERNAL TENDENCY TO ACCOMMODATE NORTHERN ELEMENTARY TEACHER TRAINING TO THE ALREADY EXISTING STANDARDS AND PROCEDURES OF THE SOUTH. (HBC)

ACCESSION NUMBER: ED077620

PUBLICATION DATE: MAR 73

TITLE: MAN IN THE NORTH TECHNICAL PAPER. EDUCATION IN THE CANADIAN NORTH, REPORT ONE: COMMUNITY-GUIDED EDUCATION.

PERSONAL AUTHOR: BROWN, DOUG; AND OTHERS

DESCRIPTOR: ADULTS; AMERICAN INDIANS; *COMMUNITY EDUCATION; *COMMUNITY INVOLVEMENT; CULTURAL EDUCATION; CURRICULUM DEVELOPMENT; *ESKIMOS; EXPERIMENTAL PROGRAMS; *MINORITY GROUPS; *TECHNICAL REPORTS

IDENTIFIER: CANADA; INUVIK

DESCRIPTIVE NOTE: 46P.

THE SPECIFIC OBJECTIVE OF THIS APPLIED RESEARCH PROJECT WAS TO EVALUATE PRACTICAL FORMULAS FOR COMMUNITY-GUIDED EDUCATION IN 5 NATIVE COMMUNITIES IN THE CANADIAN NORTH. THE PROJECTS, LAUNCHED AT THE MAN IN THE NORTH INUVIK CONFERENCE (1970), INVOLVED THE ADULTS OF THESE COMMUNITIES IN THE EDUCATIONAL PROCESS AS SPECIAL EDUCATION COMMITTEES AND COMMUNITY TEACHERS. THE EVALUATION COVERED PROGRAM PREPARATION AND ORGANIZATION, PLANNING, CONTENT, PAYMENT OF ESKIMO AND INDIAN COMMUNITY TEACHERS, LOCATION, AND TEACHING METHODS. SUBJECTS TAUGHT BY THE COMMUNITY TEACHERS WERE BASED ON LOCAL NATURAL ENVIRONMENTS. ALTHOUGH THE PROJECT TIME WAS TOO SHORT FOR THOROUGH EVALUATION, THE COMMUNITIES RESPONDED FAVORABLY, INTERESTED IN HAVING THEIR CHILDREN INITIATED TO THEIR OWN CULTURE AND HISTORY THROUGH THE SCHOOL SYSTEM. (KM)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 077619

ACCESSION NUMBER: ED077621

PUBLICATION DATE: MAR 73

TITLE: MAN IN THE NORTH TECHNICAL PAPER. EDUCATION IN THE CANADIAN NORTH, REPORT TWO: APPRENTICE TEACHERS.

PERSONAL AUTHOR: BROWN, DOUG; AND OTHERS

DESCRIPTOR: *ACADEMIC ENRICHMENT; AMERICAN INDIANS; APPRENTICESHIPS; AREA STUDIES; COOPERATING TEACHERS; ESKIMOS: EXPERIMENTAL PROGRAMS; *INSERVICE TEACHER EDUCATION; INTERCULTURAL PROGRAMS; *MINORITY GROUPS; *PROGRAM EVALUATION; TEAM TEACHING; *TECHNICAL REPORTS

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 59P.

THE OBJECTIVE OF THIS APPLIED RESEARCH PROJECT WAS TO EVALUATE A FORMULA BY WHICH YOUNG NATIVE CANADIANS WOULD BECOME TEACHERS THROUGH IN-SERVICE TRAINING COUPLED WITH ACADEMIC UPGRADING. THE EXPERIMENT DESIGN PAIRED APPRENTICE AND COOPERATING TEACHERS, PROVIDED TECHNICAL HELP, PLANNED A SCHEDULE OF ACTIVITIES FOR THE APPRENTICE, AND ASSESSED THE VALUE OF THE EXPERIMENT FORMULA. THE MACKENZIE DELTA, LOWER MACKENZIE, AND THE GREAT BEAR LAKE REGIONS WERE SELECTED FOR THE PROJECT. THE REPORT PROVIDED AN EXPLANATION OF THE FOLLOWING EVENTS AND ACTIVITIES BY SITE: (1) SELECTION OF APPRENTICE AND COOPERATING TEACHERS; (2) THE TEAM TEACHING APPROACH; (3) CURRICULUM AND CULTURAL INCLUSION; (4) THE APPRENTICE'S PERSONAL ADJUSTMENT; (5) ACTIVITIES INVOLVING THE APPRENTICE TEACHER AND PROGRESS ASSESSMENTS MADE BY MAN IN THE NORTH (MIN) TEAMS; (6) EVALUATION BY THE MIN TEACHING TEAM; AND (7) EVALUATION BY TECHNICAL RESOURCE PERSONS. A SUMMARY OF INDIVIDUAL FINDINGS AND CONCLUSIONS COLLECTED FROM RESOURCE PERSONS' REPORTS, THE SECOND INUVIK SEMINAR, SCHOOL PRINCIPALS, AND TASK FORCE MEMBERS COMPRISED THE OVERALL EVALUATION OF THE PROJECT. (HBC)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 077619

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ACCESSION NUMBER: ED077622

PUBLICATION DATE: MAR 73

TITLE: MAN IN THE NORTH TECHNICAL PAPER. EDUCATION IN THE CANADIAN NORTH, REPORT THREE: SOUTHERN TEACHERS FOR THE NORTH.

PERSONAL AUTHOR: GIRAD, GHISLAINE

DESCRIPTOR: AMERICAN INDIANS; *AREA STUDIES; CAREER CHOICE; *ELEMENTARY EDUCATION; ESKIMOS; INSERVICE COURSES; *MINORITY GROUPS; *SURVEYS; *TEACHER EDUCATION; TEACHER SELECTION

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 43P.

THE PURPOSE OF THIS STUDY IS TO INVESTIGATE PROFESSIONAL TEACHING PREPARATION IN THE NORTH OF TEACHERS WHO RECEIVED THEIR TRAINING IN LATITUDES SOUTH OF 60 DEGREES. THE PROCEDURE INVOLVED: (1) 2 FORMAL MEETINGS OF TASK FORCE MEMBERS; (2) THE DISPATCHING OF 2 QUESTIONNAIRES TO NORTHERN TEACHERS; (3) A SERIES OF MEETINGS OF NATIVE PARENTS AND NATIVE STUDENTS; (4) A QUESTIONNAIRE SENT TO SCHOOL ADMINISTRATORS OF THE NORTHWEST TERRITORIES, NEW QUEBEC, ALASKA, AND GREENLAND; AND (5) A SURVEY OF NORTHERN SCHOOL ADMINISTRATIONS' AND CANADIAN UNIVERSITIES' EFFORTS TO TRAIN TEACHERS FOR THE NORTH. AN EXPLANATION OF THE PROCEDURES PRESENTLY FOLLOWED, THE SELECTION CRITERIA, MAJOR GAPS IN THE ACTUAL PROCESS, AND SUGGESTED REMEDIES FOR TEACHER SELECTION PROBLEMS ARE PROVIDED. THE TEACHER PREPARATION SECTION CONSISTS OF AN EXPLANATION OF THE PROBLEM, OBJECTIVES OF THE SPECIAL ORIENTATION SESSIONS, AND TASK FORCE SUGGESTIONS. TEACHER PREPARATION IN THE SOUTH IS DISCUSSED IN TERMS OF PROVIDING INTRODUCTORY COURSES IN THE TOTAL REALITY OF THE NORTH AND ADDITIONAL COURSES IN PECULIARITIES OF THE NORTHERN LANGUAGE. PREPARATION IN THE NORTH INVOLVES AN EXPOSITION OF APPRENTICE TEACHER ACTIVITIES DURING THE FIRST 5 MONTHS AND IMMERSION INTO THE NORTHERN CULTURE. ADDITIONALLY, THE POSTING, TRANSFER, AND DISMISSAL OF TEACHERS IS DISCUSSED. (HBC)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 077619

ACCESSION NUMBER: ED077624

PUBLICATION DATE: 73

TITLE: TRIBAL DIRECTORY, 1973. ARIZONA COMMISSION OF INDIAN AFFAIRS.

DESCRIPTOR: *AMERICAN INDIANS; *DIRECTORIES; EDUCATION; EMPLOYMENT; *GUIDES; HEALTH; ORGANIZATIONS (GROUPS); PUBLIC RELATIONS; *RESERVATIONS (INDIAN); *TRIBES; WELFARE

IDENTIFIER: ARIZONA

DESCRIPTIVE NOTE: 61P.

THE DOCUMENT IS A TRIBAL DIRECTORY OF AMERICAN INDIANS IN ARIZONA, CORRECT AS OF JUNE 5, 1973. THE CONTENT COVERS (1) A MAP OF ARIZONA SHOWING RESERVATION AREAS; (2) POPULATION OF ARIZONA RESERVATIONS; (3) BUREAU OF INDIAN AFFAIRS AREA OFFICES; (4) EDUCATIONAL INSTITUTIONS; (5) EMPLOYMENT AGENCIES; (6) HEALTH SERVICES; (7) POLICE AND LEGAL GROUPS; (8) PRESS CONTACTS; (9) WELFARE SERVICES; (10) MISCELLANEOUS CENTERS; AND (11) INDIAN ASSOCIATIONS. (FF)

ACCESSION NUMBER: ED077625

PUBLICATION DATE: 1 JUN 73

TITLE: INTERMOUNTAIN EVALUATION TASK FORCE. A REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING SCHOOLS; EDUCATIONAL FACILITIES; EDUCATIONAL OBJECTIVES; *EVALUATION; FUTURES (OF SOCIETY); *OPERATING EXPENSES; PLANNING (FACILITIES); RESERVATIONS (INDIAN); *SCHOOL CLOSING

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; *INTERMOUNTAIN BOARDING SCHOOL; NAVAJOS

DESCRIPTIVE NOTE: 147P.

THE INTERMOUNTAIN EVALUATION TASK FORCE WAS ORGANIZED FOLLOWING THE DECISION OF THE BUREAU OF INDIAN AFFAIRS' (BIA) NAVAJO AREA OFFICE TO PHASE OUT THE INTERMOUNTAIN BOARDING SCHOOL IN BRIGHAM CITY, UTAH, WHICH PROVIDES HIGH SCHOOL EDUCATION FOR NAVAJO YOUTH (APPENDIX A). THE POLICIES OF SELF-DETERMINATION AND A PREFERENCE FOR SCHOOLING NAVAJO YOUNGSTERS AS CLOSE TO HOME AS POSSIBLE BROUGHT ABOUT THE PHASE OUT DECISION. THIS IN TURN QUESTIONED THE NEED FOR THE OFF-RESERVATION SCHOOLS. IT WAS THIS TO WHICH THE TASK FORCE ADDRESSED ITSELF. THREE AREAS OF EXPLORATION FOR POSSIBLE USES OF THE SCHOOL FACILITY WERE: (1) THE NEED FOR A SECONDARY SCHOOL FOR AMERICAN INDIAN CHILDREN FROM OTHER TRIBES; (2) THE NEED OF THE FACILITY FOR OTHER EDUCATION, I.E., A POST-SECONDARY TECHNICAL VOCATIONAL SCHOOL; AND (3) THE POSSIBLE UTILIZATION OF THE FACILITY FOR NON-BIA PURPOSES. THE FINDINGS INDICATED THAT: (1) A SECONDARY SCHOOL SERVING VARIOUS TRIBAL GROUPS DOES NOT SEEM DESIRABLE; (2) POST-SECONDARY EDUCATION CAN BE MORE EASILY OBTAINED ELSEWHERE; AND (3) THE POSSIBILITIES FOR UTILIZING THE FACILITIES FOR OTHER NON-BUREAU PURPOSES WERE MANY BUT ALL CONJECTURAL AT THE PRESENT TIME. ALSO INCLUDED WERE 8 APPENDIXES. (FF)

ACCESSION NUMBER: ED077626

PUBLICATION DATE: 27 JUN 73

TITLE: EDUCATION IN ISOLATED RURAL AREAS.

PERSONAL AUTHOR: EDINGTON, EVERETT D.; CONLEY, HOWARD K.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY DEVELOPMENT; *CULTURAL FACTORS; CURRICULUM PLANNING; *DEVELOPING NATIONS; ECONOMIC DISADVANTAGEMENT; *EDUCATIONAL TRENDS; MASS MEDIA; *RURAL EDUCATION; RURAL URBAN DIFFERENCES; TEACHER EDUCATION

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT THE SCIENCE AND MAN IN THE AMERICAS MEETING, DESERT AND ARID LANDS SECTION, MEXICO CITY, MEXICO, JUNE 25-27, 1973

PROBLEMS IN THE DEVELOPMENT OF EDUCATIONAL PROGRAMS IN ISOLATED RURAL AREAS ARE CAUSED PRIMARILY BY LACK OF PROPER RESOURCES, ENOUGH STUDENTS TO EFFICIENTLY CONDUCT A QUALITY EDUCATIONAL PROGRAM, AND SKILL AND EXPERTISE BY THOSE PERSONS INVOLVED IN THE DEVELOPMENT OF SUCH A PROGRAM. MAJOR TRENDS IN EDUCATION FOR AMERICAN INDIANS AND FOR PEOPLE IN THE DEVELOPING NATIONS INCLUDE A DECREASE IN THE NUMBERS AND PERCENTAGE OF ILLITERATES, INCREASED CENTRALIZATION OF EDUCATIONAL DISTRICTS, AND AN INCREASE IN STUDENTS' ASPIRATIONS. DEVELOPMENT, CURRICULUM, INSERVICE TRAINING, MEDIA, AND EDUCATIONAL POLICY ARE THE MAJOR AREAS TO BE CONSIDERED IN THE DEVELOPMENT OF AN EDUCATIONAL PROGRAM. SPECIFIC RECOMMENDATIONS ARE THAT EACH COUNTRY DEVELOP AN EDUCATIONAL POLICY FOR ISOLATED AREAS, THAT LOCAL PEOPLE HAVE A VOICE IN THE EDUCATIONAL PROGRAMS WITHIN THEIR COMMUNITIES, THAT A CURRICULUM RELEVANT TO THE NEEDS OF RURAL EDUCATION BE DEVELOPED, THAT ADEQUATE PRE-SERVICE AND IN-SERVICE PROGRAMS FOR RURAL TEACHERS BE CONDUCTED, AND THAT MORE USE BE MADE OF MEDIA. (PS)

ACCESSION NUMBER: ED077627

PUBLICATION DATE: 72

TITLE: HISTORY AND ACCULTURATION OF THE DAKOTA INDIANS.

PERSONAL AUTHOR: SATTERLEE, JAMES L.; MALAN, VERNON D.

DESCRIPTOR: *ACCULTURATION; *AMERICAN HISTORY; *AMERICAN INDIANS; *CULTURAL BACKGROUND; CULTURE CONTACT; ECONOMICS; EDUCATION; FAMILY (SOCIOLOGICAL UNIT); FAMILY LIFE; FEDERAL PROGRAMS; GROUP STRUCTURE; HEALTH; MIGRATION PATTERNS; POLITICS; RACIAL CHARACTERISTICS; RELIGION; RESERVATIONS (INDIAN); SOCIOCULTURAL PATTERNS; *TRIBES

IDENTIFIER: *DAKOTAS; SIOUX

DESCRIPTIVE NOTE: 81P.: NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

RELATING THE HISTORY OF THE DAKOTA INDIANS FROM THEIR ORIGINS TO THE PRESENT TIME, THIS DOCUMENT ALSO EXAMINES THE EFFECTS OF ACCULTURATION ON THESE SIOUX PEOPLE. BEGINNING WITH THE PALEO-INDIANS OF NORTH AMERICA, IT DETAILS THE STRUCTURE OF THE DAKOTA CULTURE AND ATTEMPTS TO ACCULTURATE THE INDIANS INTO WHITE SOCIETY. HISTORICAL AND CURRENT IMPLICATIONS OF ACCULTURATION FOR THESE TRIBES ARE INVESTIGATED THROUGH FAMILY STRUCTURE, EDUCATION, HEALTH AND WELFARE, RELIGION, POLITICS, AND ECONOMICS. AN EXTENSIVE REFERENCE BIBLIOGRAPHY ENDS THE DOCUMENT. (KM)

ACCESSION NUMBER: ED077632

PUBLICATION DATE: JUN 72

TITLE: MAN IN THE NORTH TECHNICAL PAPER: SAGLOUC COMMUNITY CENTER STUDY.

PERSONAL AUTHOR: BARETTE, PHILIPPE; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY ROLE; *COMMUNITY SERVICE PROGRAMS; *COMMUNITY STUDY; CULTURAL FACTORS; *ESKIMOS; *RECREATIONAL PROGRAMS; RURAL AREAS; SOCIOECONOMIC BACKGROUND; TABLES (DATA)

IDENTIFIER: INUITS; *SAGLOUC COMMUNITY CENTER

DESCRIPTIVE NOTE: 143P.

DURING THE MAN IN THE NORTH (MIN) CONFERENCE ON COMMUNITY DEVELOPMENT, HELD AT INUVIK IN 1970, ONE OF THE MOST IMPORTANT ISSUES FOR THE NORTHERN NATIVE PEOPLE IS THE COMMUNITY CENTER. THE REPORT IS A STUDY OF A NORTHERN COMMUNITY CENTER DONE BY A TEAM OF 3 ARCHITECTS AND THEIR INUIT ASSOCIATE. THE REPORT DISCUSSES AN APPROACH TO ASSURE, IN THE PLANNING OF A NATIVE CENTER, THE FULL PARTICIPATION OF THE PEOPLE CONCERNED BY IDENTIFYING THEIR NEEDS, ASPIRATIONS, AND OBJECTIVES. THE MIN REVIEWING COMMITTEE RECOMMENDED THAT THE SMALLEST INTEGRAL UNIT OF THE PROJECT BE OFFERED TO THE INUIT FOR CONSTRUCTION ON A FREE TIME SCALE. CONSTRUCTION SHOULD BE AT SAGLOUC, CANADA, OR WHEREVER SUITABLE, AND THE INUIT SHOULD BE ABLE TO DECIDE ON THE FACILITIES TO GO INTO THE CENTER. THE CONTENT COVERS SAGLOUC BY: (1) A STUDY OF THE SETTLEMENT; (2) AN ANALYSIS OF DATA AND STANDARDS; AND (3) THE PROPOSAL FOR A COMMUNITY CENTER. THE APPENDIXES INCLUDE 69 TABLES AND FIGURES. (FF)

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ACCESSION NUMBER: ED077633

PUBLICATION DATE: JUN 71

TITLE: FAMILISTIC ATTITUDES AND MARRIAGE ROLE EXPECTATIONS OF AMERICAN INDIAN AND WHITE ADOLESCENTS.

PERSONAL AUTHOR: LIND, ROBERT WILLIAM

DESCRIPTOR: *AMERICAN INDIANS; *CAUCASIAN STUDENTS; COMPARATIVE ANALYSIS; *CROSS CULTURAL STUDIES; *FAMILY ATTITUDES; FAMILY ROLE; *MARRIAGE; SOCIAL FACTORS; STUDENT CHARACTERISTICS; TRIBES

IDENTIFIER: MONTANA

DESCRIPTIVE NOTE: 122P.; DOCTORAL DISSERTATION, FLORIDA STATE UNIVERSITY, TALLAHASSEE

THE MAJOR PURPOSE OF THE RESEARCH WAS THE EXPLORATION OF FAMILISTIC ATTITUDES AND MARRIAGE ROLE EXPECTATIONS OF AMERICAN INDIAN AND WHITE ADOLESCENTS AS RELATED TO GRADE, AGE, SEX, RACE, TRIBAL AFFILIATION, PLACE OF RESIDENCE, ACADEMIC ACHIEVEMENT, FUTURE EDUCATIONAL PLANS, PARENTS' MARITAL STATUS, AND LANGUAGE SPOKEN IN THE HOME. SUBJECTS WERE 150 WHITE ADOLESCENTS FROM BIG TIMBER AND COLUMBUS, MONTANA; AND 135 INDIAN ADOLESCENTS FROM THE MONTANA COMMUNITIES OF ASHLAND, DIXON, HARLEM, LODGE GRASS, POPLAR, AND ST. IGNATIUS. ALL WERE JUNIORS AND SENIORS IN HIGH SCHOOL. DATA WAS COLLECTED DECEMBER 1970 AND JANUARY 1971. EACH STUDENT COMPLETED 3 INSTRUMENTS: A PERSONAL DATA QUESTIONNAIRE DESIGNED BY THE INVESTIGATOR; THE BARDIS FAMILISM SCALE; AND THE DUNN MARRIAGE ROLE EXPECTATION INVENTORY. SEVEN HYPOTHESES WERE FORMULATED AND TESTED, THE FIRST OF WHICH WAS "THERE IS A SIGNIFICANT POSITIVE RELATIONSHIP BETWEEN FAMILISM SCALE SCORES AND MARRIAGE ROLE EXPECTATION INVENTORY SCORES FOR A. INDIAN AND WHITE ADOLESCENTS B. INDIAN ADOLESCENTS C. WHITE ADOLESCENTS D. CROW INDIAN ADOLESCENTS...I. OTHER INDIAN ADOLESCENTS." FINDINGS INDICATED THAT THE FAMILY SEEMED MORE IMPORTANT, MORE OF A COHESIVE FORCE, AMONG THE INDIAN STUDENTS. INDIAN STUDENTS WERE ALSO MORE INCLINED TO PERPETUATE THE TRADITIONAL CONCEPTIONS OF MARRIAGE ROLES. (FF)

ACCESSION NUMBER: ED077634

PUBLICATION DATE: JAN 71

TITLE: AN ASSESSMENT OF NEEDS RELATED TO THE EDUCATION OF INDIAN CHILDREN IN THE STATE OF WASHINGTON.

PERSONAL AUTHOR: KREBS, ROBERT E.; STEVENS, GAIL A.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY RELATIONS; *EDUCATIONAL OBJECTIVES; *EDUCATIONAL PROBLEMS; HEALTH; *NEEDS; *PROGRAMS

IDENTIFIER: *JOHNSON O MALLEY ACT; WASHINGTON

DESCRIPTIVE NOTE: 54P.

THE ASSESSMENT OF EDUCATIONAL NEEDS ATTEMPTS TO: (1) IDENTIFY PROBLEMS AND NEEDS RELATED TO THE EDUCATION OF AMERICAN INDIANS; (2) ESTABLISH PRIORITIES FOR MEETING THESE NEEDS AND SOLVING PROBLEMS; (3) PROVIDE PROGRAM DESCRIPTIONS TO ASSIST INDIVIDUALS AND ORGANIZATIONS TO PLAN AND IMPLEMENT PROGRAMS TO MEET PRIORITIES; AND (4) IDENTIFY POTENTIAL FINANCIAL SPONSORS FOR THE IMPLEMENTATION OF THE PROGRAMS. INFORMANTS ASSOCIATED WITH A VARIETY OF GROUPS ARE INTERVIEWED TO OBTAIN PERTINENT DATA. THE SAMPLE INCLUDES PARENTS, STUDENTS, EDUCATORS, ADMINISTRATORS, COMMUNITY ORGANIZATIONS, SERVICE AGENCIES, JOHNSON O'MALLEY BOARDS, TRIBAL COUNCILS, BUREAU OF INDIAN AFFAIRS REPRESENTATIVES, AND TEACHER AIDES. IDENTIFIED PROBLEMS PERTAIN TO EDUCATION, HEALTH, COMMUNITY RELATIONS, EMPLOYMENT, AND LEADERSHIP. THE PROGRAMS DESCRIBED ARE INTENDED AS GUIDES FOR THE DEVELOPMENT AND IMPLEMENTATION OF AN EARLY CHILDHOOD EDUCATION PROGRAM. PROBLEMS, EDUCATIONAL NEEDS, AND PROGRAMS ARE LISTED RESPECTIVELY. OTHER PROBLEMS SUCH AS DISTANCE FROM SCHOOL AND TRANSPORTATION DIFFICULTIES ARE FACTORS RESTRICTING STUDENTS FROM PARTICIPATION IN AFTER SCHOOL ACTIVITIES. RECOMMENDATIONS FOLLOW. (FF)

ACCESSION NUMBER: ED077638

PUBLICATION DATE: JUN 73

TITLE: AMERICAN INDIANS. 1970 CENSUS OF POPULATION, SUBJECT REPORTS.

DESCRIPTOR: *AMERICAN INDIANS; *CENSUS FIGURES; DEMOGRAPHY; *NONRESERVATION AMERICAN INDIANS; *POPULATION TRENDS; *RESERVATIONS (INDIAN); STATISTICAL DATA; TABLES (DATA); TRIBES

IDENTIFIER: CENSUS OF POPULATION

DESCRIPTIVE NOTE: 236P.

THE IN-DEPTH STATISTICAL PROFILE OF THE AMERICAN INDIAN'S CONDITION TODAY IS THE MOST COMPREHENSIVE EVER DONE ON THE SUBJECT BY THE BUREAU OF THE CENSUS (U.S. DEPARTMENT OF COMMERCE, SOCIAL AND ECONOMIC STATISTICS ADMINISTRATION). PRESENTING INFORMATION FROM THE 1970 CENSUS OF POPULATION AND HOUSING IT INCLUDES TRIBAL AND RESERVATION DATA AND NONRESERVATION DATA ON INDIANS IN THE U.S. SOME INFORMATION FOR 1970 IS: (1) 95% OF INDIAN CHILDREN 7-13 YEARS OLD AND OVER 1/2 OF ALL INDIANS BETWEEN 3 AND 34 WERE ATTENDING SCHOOL; (2) THE MEDIAN AGE OF ALL INDIANS WAS 20.4 YEARS WHILE THE NATIONAL MEDIAN WAS 28.1 YEARS; (3) A TOTAL OF 727,730 INDIANS WERE COUNTED COMPARED WITH 523,591 A DECADE EARLIER (INFORMATION ON RACE IN THE CENSUS REPORT WAS OBTAINED PRINCIPALLY THROUGH THE USE OF SELF-IDENTIFICATION); (4) NEARLY 1/2 THE INDIAN POPULATION LIVED IN URBAN AREAS AND 28% LIVED ON 115 RESERVATIONS; AND (5) NEARLY 40% OF THE INDIAN POPULATION LIVED BELOW THE LOW-INCOME LEVEL IN 1969, WHERE AS THE PROPORTION FOR THE TOTAL U.S. POPULATION WAS 13.7%. THE STATISTICS IN THIS REPORT ARE BASED ON A 20% SAMPLE OF THE POPULATION; DATA ON PLACE OF BIRTH, SCHOOL ENROLLMENT, RESIDENCE IN 1965, SELECTED HOUSING EQUIPMENT, AND NUMBER OF AUTOMOBILES AVAILABLE ARE BASED ON A 15% SAMPLE. (FF)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($2.60 DOMESTIC POSTPAID; $2.00 G.P.O. BOOKSTORE)

ACCESSION NUMBER: ED077782

PUBLICATION DATE: 68

TITLE: BIBLIOGRAPHY OF CONTEMPORARY AMERICAN INDIAN AND ESKIMO ARTS AND CRAFTS.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ART; CULTURAL EDUCATION; ESKIMOS; ETHNIC GROUPS; ETHNOLOGY; FOLK CULTURE

DESCRIPTIVE NOTE: 6P.

THIS ANNOTATED BIBLIOGRAPHY COMPRISED OF 70 CITATIONS IS ANOTHER IN THE SERIES PRODUCED BY THE MINNESOTA PUBLIC SCHOOLS AND HAS AS ITS MAIN TOPICS THE ARTS AND CRAFTS OF CONTEMPORARY AMERICAN INDIANS AND ESKIMOS. THE FIRST SECTION CONTAINS CITATIONS OF OVERVIEW-TYPES OF BOOKS AND PAMPHLETS ON THE ARTS AND CRAFTS. THE SECOND SECTION IS DIVIDED INTO REGIONAL AREAS. THE CITATIONS ARE LISTED IN ALPHABETICAL ORDER BY AUTHOR UNDER THE TOPICS AND CONTAIN PUBLISHER INFORMATION AS WELL AS NUMBER OF PAGES AND PLATES. BOOKS AVAILABLE IN LESS EXPENSIVE PAPERBACK EDITIONS ARE MARKED. SEVERAL OTHER DOCUMENTS RELATED TO THIS ONE ARE: SO 005 543, SO 005 545, SO 005 547 THROUGH SO 005 549. (OPH)

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ACCESSION NUMBER: ED077977

TITLE: THE TESTING OF BICULTURAL CHILDREN.

PERSONAL AUTHOR: BERNARDONI, LOUIS C.

DESCRIPTOR: *ACHIEVEMENT TESTS; AMERICAN INDIANS; *BILINGUAL STUDENTS; *CULTURAL DIFFERENCES; GUIDES; *INTELLIGENCE TESTS; *STUDENT TESTING; TEST SELECTION

IDENTIFIER: ARTHUR PERFORMANCE SCALE; GOODENOUGH DRAW A MAN TEST

DESCRIPTIVE NOTE: 6P.; SHARING IDEAS; V4 N2

SOME OF THE PROBLEMS INVOLVED IN THE USE OF INTELLIGENCE AND ACHIEVEMENT TESTS WITH BICULTURAL STUDENTS ARE DISCUSSED. SOME TESTS ARE "FAIR" TO BICULTURAL GROUPS. THE ARTHUR PERFORMANCE SCALE AND THE GOODENOUGH DRAW-A-MAN-TEST ARE FAIR TO CERTAIN HOPI AND NAVAJO INDIAN GROUPS. THE USE OF THESE TESTS HAS BEEN LIMITED BECAUSE THEY HAVE NOT CORRELATED HIGHLY WITH THE ACADEMIC ACHIEVEMENT OF THESE GROUPS. THE FOLLOWING GUIDELINES ARE GIVEN FOR THE TESTING OF THE INTELLIGENCE OF BICULTURAL CHILDREN: (1) IT IS UNREALISTIC TO EXPECT AN INTELLIGENCE TEST TO BE MAGICALLY "FAIR" TO ALL CULTURES AND ACCURATELY PREDICT BEHAVIOR WHEN THE VALUES AFFECTING THE DEFINITION OF INTELLIGENT BEHAVIOR VARY DRASTICALLY; (2) TESTS WHICH MAY BE "FAIR" FOR ONE BICULTURAL GROUP MAY NOT CORRELATE WITH ACHIEVEMENT AND HENCE BE OF LIMITED VALUE TO EDUCATORS; (3) INTELLIGENCE TESTS SHOULD NOT BE GIVEN TO BICULTURAL STUDENTS SIMPLY BECAUSE IT IS ROUTINELY GIVEN TO THE OTHER STUDENTS; (4) INDIVIDUAL TESTS SHOULD BE GIVEN WHEN FEASIBLE SO THAT TEST-TAKING BEHAVIOR MAY BE BETTER CONTROLLED; (5) A TEST WHICH SEPARATES VERBAL AND NON-VERBAL SCORES MAY BE MORE DESCRIPTIVE OF THE RELATIVE ABILITY OF UPPER GRADE BICULTURAL STUDENTS; (6) TEST RESULTS FOR BICULTURAL STUDENTS SHOULD BE USED WITH A GREAT DEAL OF RESERVATION BY PEOPLE WHO ARE FAMILIAR WITH TESTING BICULTURAL STUDENTS; AND (7) IT IS IMPERATIVE THAT OTHER SOURCES OF INFORMATION BE USED IN CONJUNCTION WITH READ TEST SCORES. ACHIEVEMENT TESTS CAN BE USED AS A MEASURE OF BICULTURAL CHILDREN'S SUCCESS IN SCHOOL, WITH RESERVATIONS RELATING TO LANGUAGE AND CULTURAL FACTORS. (DB)

ACCESSION NUMBER: ED078081

PUBLICATION DATE: FEB 73

TITLE: EVALUATION OF NON-TRADITIONAL INSTRUCTION IN SOUTHEASTERN ALASKA INDIAN SCHOOL.

PERSONAL AUTHOR: BIPPUS, STANLEY L.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CURRICULUM DESIGN; INDEPENDENT STUDY; *INSTRUCTIONAL PROGRAMS; INTERVIEWS; *PROGRAM EVALUATION; TEACHER QUALIFICATIONS; *TEACHING TECHNIQUES

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)

THE INSTRUCTIONAL PROGRAM EVALUATION OF A SCHOOL WHICH SERVES HAIDA AND TLINGET INDIANS IS REPORTED. THE SCHOOL, LOCATED IN SOUTHEASTERN ALASKA, HAS A NONTRADITIONAL PROGRAM OF MINI-COURSES, SUPPLEMENTED BY INDEPENDENT STUDY AND SPECIFIC EXPERIENCES IN VOCATIONAL AREAS. THE EVALUATION WAS CONDUCTED AT THE END OF THE PROGRAM'S FIRST YEAR. THE STUDY IS UNIQUE IN THAT MANY OF THE TEACHERS WERE COMMUNITY PEOPLE WITHOUT TRAINING IN EDUCATION. THESE PEOPLE WERE ASSISTED BY A PROFESSIONAL STAFF. DATA WERE COLLECTED THROUGH STUDENTS, USING A SOCIAL SCIENCE MODE OF INTERVIEWING. THE RESULTS OF THE EVALUATION WERE USED IN PLANNING FUTURE MINI-COURSES, INDEPENDENT STUDY, AND VOCATIONAL PROGRAMS FOR THE COMMUNITY. (AUTHOR)

ACCESSION NUMBER: ED078118

PUBLICATION DATE: 73

TITLE: BEYOND "COMPENSATORY EDUCATION." A NEW APPROACH TO EDUCATING CHILDREN.

PERSONAL AUTHOR: NIMNICHT, GLEN P.; JOHNSON, JAMES A., JR.

DESCRIPTOR: *AMERICAN INDIANS; BICULTURALISM; *COMPENSATORY EDUCATION; COMPENSATORY EDUCATION PROGRAMS; CULTURAL ENRICHMENT; CULTURAL PLURALISM; *EARLY CHILDHOOD EDUCATION; EDUCATIONALLY DISADVANTAGED; HEREDITY; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; PRIMARY GRADES; SOCIALLY DISADVANTAGED; *SOCIOECONOMIC BACKGROUND; SOCIOECONOMIC INFLUENCES

DESCRIPTIVE NOTE: 227P.

THIS BOOK PRESENTS A NEW SET OF HEURISTIC NOTIONS THAT MIGHT BE USED IN DESIGNING EDUCATIONAL PROGRAMS FOR LOW-INCOME AND ETHNIC-MINORITY CHILDREN. THE AUTHORS SEE NO HOPE FOR THE CONCEPT OF "COMPENSATORY EDUCATION" AS A WAY OF IMPROVING THE EDUCATION OF DISADVANTAGED CHILDREN; THEY HOPE THAT THIS SELECTION OF ARTICLES WILL PROVIDE A FRESH POINT OF VIEW THAT MUST BE ADOPTED IF "AMERICAN SOCIETY IS TO SOLVE SOME OF THE PRESSING EDUCATIONAL AND SOCIAL PROBLEMS IT CURRENTLY FACES." (AUTHOR/SB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (NO PRICE QUOTED)

ACCESSION NUMBER: ED078708

PUBLICATION DATE: 72

TITLE: INFLUENCIA INDIA EN EL FOLKLOR MEXICANO (THE INDIAN INFLUENCE ON MEXICAN FOLKLORE).

PERSONAL AUTHOR: LEON SOTO, ERON DE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CULTURAL BACKGROUND; *CULTURAL EDUCATION; CULTURAL ENRICHMENT; CULTURAL FACTORS; DANCE; EDUCATIONAL IMPROVEMENT; FOLK CULTURE; FOLK DRAMA; *LATIN AMERICAN CULTURE; LEGENDS; MUSIC; MYTHOLOGY; PROVERBS; RACE INFLUENCES; *SECOND LANGUAGE LEARNING; SOCIOLOGY; *SPANISH; SPANISH SPEAKING

IDENTIFIER: *MEXICO

DESCRIPTIVE NOTE: 8P.; PAPER DELIVERED AT THE FALL CONFERENCE OF THE PSMLA, CANNON COLLEGE, ERIE, PA., OCTOBER 10, 1970

THIS PAPER DISCUSSES THE INFLUENCE OF INDIAN CULTURE ON THE CREATION OF MEXICAN FOLKLORE TO THE END THAT THE INCLUSION OF SUCH KNOWLEDGE IN CLASSES WHERE STUDENTS ARE STUDYING SPANISH AS A SECOND LANGUAGE WILL MAKE THOSE CLASSES LESS FORMAL, MORE INTERESTING, AND MORE MEANINGFUL. THE AUTHOR PROVIDES MANY EXAMPLES OF INDIAN CULTURAL TRADITIONS WHICH HAVE INFLUENCED THE FOLKLORE OF MODERN MEXICO. THE AUTHOR RECOUNTS SOME OF THE LEGENDS AND TRADITIONS OF TRIBES IN PRE-COLONIAL MEXICO, DESCRIBING SOCIAL ORGANIZATION, BELIEFS, SUPERSTITIONS, CEREMONIES, DANCES, CUSTOMS, AND ART. (VM)

JOURNAL CITATION: BULLETIN OF THE PSMLA; V51 N1 P3-10 FALL 1972

ACCESSION NUMBER: ED078715

PUBLICATION DATE: APR 73

TITLE: TRENDS IN THE STUDY OF ATHAPASKAN LANGUAGE MAINTENANCE AND BILINGUALISM. NAVAJO READING STUDY PROGRESS REPORT NO. 21.

PERSONAL AUTHOR: KARI, JAMES; SPOLSKY, BERNARD

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL EDUCATION; *BILINGUALISM; LANGUAGE ENRICHMENT; LANGUAGE INSTRUCTION; *LANGUAGE RESEARCH; LINGUISTICS; MINORITY GROUPS; NATIVE SPEAKERS; *NAVAHO; SECOND LANGUAGES; SOCIOLINGUISTICS

IDENTIFIER: *ATHAPASKAN

DESCRIPTIVE NOTE: 48P.; EXPANDED VERSION OF A PAPER PRESENTED AT THE WORKSHOP ON RESEARCH PROBLEMS IN SOUTHWEST AREAL LINGUISTICS II, ALBUQUERQUE, NEW MEXICO, APRIL 26-28, 1973

THIS REPORT DISCUSSES TRENDS IN THE STUDY OF ATHAPASKAN, CONCENTRATING ON LANGUAGE MAINTENANCE AND BILINGUALISM. IT PRESENTS BOTH THE POTENTIAL RICHNESS AND THE ACTUAL POVERTY OF STUDIES OF SOCIOLINGUISTIC ASPECTS OF THE ATHAPASKAN LANGUAGES. NOTED ARE TWO TRENDS--(1) THERE IS A GREATER INTEREST AMONG LINGUISTS IN THE STUDIES OF LANGUAGE IN USE: STUDIES OF CONTEXT, OF DIVERSITY, AND OF THE SOCIOLOGICAL ASPECTS OF LANGUAGE WHICH ARE NO LONGER CONSIDERED UNINTERESTING; AND (2) THERE IS EVIDENCE OF AN INCREASING SENSE OF RESPONSIBILITY TOWARD THE SPEAKERS OF AMERICAN INDIAN LANGUAGES. THE REPORT ANTICIPATES RAPID ADVANCES IN THE STUDY OF ATHAPASKAN LANGUAGE MAINTENANCE AND BILINGUALISM. (SK)

ACCESSION NUMBER: ED078863

PUBLICATION DATE: 72

TITLE: INDIAN AND MEXICAN AMERICANS; A SELECTIVE, ANNOTATED BIBLIOGRAPHY.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; ETHNIC GROUPS; *LIBRARY COLLECTIONS; LIBRARY MATERIAL SELECTION; LIBRARY SERVICES; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; SPANISH SPEAKING

DESCRIPTIVE NOTE: 48P.;(200 REFERENCES)

THIS BIBLIOGRAPHY WAS PREPARED TO PROVIDE ASSISTANCE TO LIBRARY PERSONNEL DEVELOPING COLLECTIONS RESPONSIVE TO THE NEEDS OF THOSE ATTEMPTING TO GAIN INSIGHT TO PAST AND CURRENT ISSUES AND PROBLEMS AFFECTING INDIANS AND MEXICAN AMERICANS. THE SECTION ON INDIANS (2/3 OF DOCUMENT) BEGINS WITH A LIST OF GENERAL WORKS ON MYTHS, RELIGIONS, COLLECTIVE BIOGRAPHY AND THE PRE- AND POST-COLUMBIAN PERIODS. FOLLOWING THIS ARE SECTIONS ON REGIONAL GROUPS AND INDIVIDUAL TRIBES. HEADINGS IN THE SECTION ON MEXICAN AMERICANS INCLUDE: HISTORY, COLLECTIONS, SOCIOLOGY, LABOR, AND BROWN POWER. A RELATED BIBLIOGRAPHY ON THE BLACK HERITAGE IS AVAILABLE AS ED 072 824. (AUTHOR/DH)

ACCESSION NUMBER: ED078959

PUBLICATION DATE: FEB 73

TITLE: CHARACTERISTICS OF THE CSE MODEL IN EVALUATING A PRESCHOOL FOR URBAN AMERICAN INDIAN CHILDREN.

PERSONAL AUTHOR: CHURCHMAN, DAVID; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; DATA COLLECTION; *EVALUATION METHODS; MODELS; *PRESCHOOL EDUCATION; *PROGRAM EVALUATION; SPEECHES

IDENTIFIER: *CENTER FOR STUDY OF EVALUATION; LOS ANGELES

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW ORLEANS, LOUISIANA, FEBRUARY 25 - MARCH 1, 1973)

THE CENTER FOR THE STUDY OF EVALUATION (CSE) MODEL IDENTIFIES CONDITIONS UNDER WHICH EVALUATORS INTERVENE IN EDUCATIONAL PROGRAMS, PROVIDES FOR A SEQUENCE OF EVALUATION ACTIVITIES AND CONDITIONS UNDER WHICH DEPARTURES FROM THIS SEQUENCE OCCURS, AND DEFINES THE RELATIONSHIP BETWEEN THE EVALUATOR AND THE DECISION MAKER. THIS PAPER PROVIDES A STUDY OF THESE ASPECTS OF THE CSE MODEL IN THE CONTEXT OF THE EVALUATION OF A PRESCHOOL SERVING AMERICAN INDIAN CHILDREN IN SOUTH-CENTRAL LOS ANGELES, AND DRAWS CONCLUSIONS ABOUT THE EFFICACY OF THE MODEL BASED ON THE DEGREE TO WHICH IT ELIMINATES EXTRANEOUS DETAIL AND HIGHLIGHTS KEY ELEMENTS OF THE EDUCATIONAL PROCESS. (AUTHOR/DB)

ACCESSION NUMBER: ED078978

PUBLICATION DATE: SEP 72

TITLE: CULTURAL STUDIES IN INDIAN EDUCATION. POSITION PAPER.

PERSONAL AUTHOR: WARREN, DAVE

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INFLUENCE; *CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; FEDERAL PROGRAMS; INSTITUTIONS; INSTRUCTIONAL MATERIALS; *LITERATURE; *PHILOSOPHY; *SOCIAL SYSTEMS; VALUES

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; *INSTITUTE OF AMERICAN INDIAN ARTS

DESCRIPTIVE NOTE: 22P.

A BROAD INTERPRETATION OF CULTURAL STUDIES IS USED IN THIS POSITION PAPER. THE NEED FOR INSIGHT AND APPRECIATION OF CULTURAL DIVERSITY BETWEEN AMERICAN INDIANS AND NON-INDIANS IS DESCRIBED BY CULTURAL PLURALISM AND ITS APPLICATION IN INDIAN EDUCATION, AND RESPONSE TO CULTURAL PLURALISM--PROGRAMS AND ACTIVITIES IN THE INDIAN COMMUNITY. THE RESPONSES ARE LOCAL/COMMUNITY PROJECTS, REGIONAL/STATE PROGRAMS, COMMUNITY CENTERS, AND THE DEVELOPMENT OF ORGANIZED CULTURAL MATERIALS PROGRAMS. SOME OF THE MATERIALS PROGRAMS INCLUDE WRITING ORIGINAL HISTORIES, STUDIES OF INDIAN GOVERNMENT AND LEGAL SYSTEMS, LINGUISTIC INFORMATION, INDIAN LITERATURE, AND CURRICULUM CHANGE AND DEVELOPMENT. IT IS NOTED THAT THE FUTURE OF THE INDIAN PEOPLE WILL LARGELY BE DETERMINED BY THE ACQUISITION OF SKILLS NECESSARY TO LIVE IN A RAPIDLY CHANGING TECHNOLOGICAL SOCIETY. (PS)

ACCESSION NUMBER: ED078979

PUBLICATION DATE: SEP 71

TITLE: RESEARCH AND CULTURAL STUDIES DEVELOPMENT SECTION: FUNCTIONAL STATEMENT.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL CENTERS; CULTURAL EDUCATION; CURRICULUM DEVELOPMENT; EDUCATIONAL NEEDS; *FEDERAL PROGRAMS; INFORMATION DISSEMINATION; *PROGRAM DEVELOPMENT; PROGRAM PROPOSALS; RESEARCH UTILIZATION; *RESOURCE MATERIALS; TRIBES

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 16P.

THE BUREAU OF INDIAN AFFAIRS (BIA) CULTURAL STUDIES CENTER ORGANIZES NATIONAL AND INTERNATIONAL RESOURCE MATERIALS; DEVELOPS UPDATED AND ACCURATE INFORMATION ON AMERICAN INDIAN CULTURE; AND PROVIDES OTHER COROLLARY ACTIVITIES RELATED TO RESEARCH, CURRICULUM, AND TRAINING SUPPORT. THE 7 OBJECTIVES OF THE BIA FIELD UNIT ARE DESIGNED TO ESTABLISH A SPECIFIC CENTER THAT SERVES RESOURCE AND GENERAL EDUCATION NEEDS IN THE STUDY OF AMERICAN INDIANS; PROVIDES SUPPORT FOR CURRICULUM DEVELOPMENT AND TEACHER TRAINING; AND DEVELOPS NEWER AND MORE ACCURATE RESOURCE MATERIALS THROUGH THE INSTITUTE OF AMERICAN INDIAN ARTS. THE CENTER MAINTAINS CONTACT WITH NATIONAL AND INTERNATIONAL RESOURCE PROGRAMS AND INDIAN INSTITUTIONS. MATERIALS ARE DEVELOPED ON A BASIS OF NEED, THROUGH SOLICITATIONS FROM TRIBAL GROUPS AND INFORMAL INFORMATION GATHERING. MAJOR DISSEMINATION IS PROVIDED THROUGH CONTRACT PROVISIONS MADE WITH TRIBES AND INDIVIDUALS. THE APPENDIX PRESENTS AN OUTLINE FOR PROPOSALS AND A SCHEMATIC DESCRIPTION OF THE CULTURAL STUDIES PROGRAM AND RELATED PROJECTS. (KM)

ACCESSION NUMBER: ED078980

PUBLICATION DATE: JUL 73

TITLE: FORT SILL ORBS SURVEY.

PERSONAL AUTHOR: ROSENBLUTH, HENRY; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *BOARDING SCHOOLS; COUNSELING SERVICES; CURRICULUM DEVELOPMENT; *EDUCATIONAL OBJECTIVES; *EVALUATION; FEDERAL PROGRAMS; *NONRESERVATION AMERICAN INDIANS; SCHOOL ADMINISTRATION

IDENTIFIER: *FORT SILL OFF RESERVATION BOARDING SCHOOL; OKLAHOMA

DESCRIPTIVE NOTE: 124P.; PAGES 91-97 OF THE ORIGINAL DOCUMENT ARE COPYRIGHTED AND THEREFORE NOT AVAILABLE

THE PURPOSE OF THIS EVALUATION IS TO PROVIDE AN UNDERSTANDING OF THE EDUCATIONAL ENVIRONMENT AT THE FORT SILL INDIAN SCHOOL AND TO EXERT POSITIVE INFLUENCE FOR CHANGE. THE BUREAU OF INDIAN AFFAIRS (BIA) SCHOOL'S PHILOSOPHY, GOALS, ADMINISTRATIVE MANAGEMENT, AND STAFFING ARE EXPLAINED. VARIOUS ASPECTS OF THE SCHOOL PROGRAM ARE EXAMINED AND RECOMMENDATIONS MADE IN THE FOLLOWING AREAS: CURRICULUM, MATHEMATICS AND SCIENCE, LANGUAGE ARTS, SOCIAL SCIENCES, INDUSTRIAL ARTS AND HOME ECONOMICS, DORMITORY LIVING, OUT-OF-CLASS ACTIVITIES, CULTURAL ARTS, ATHLETIC PROGRAM AND PHYSICAL EDUCATION, FOOD SERVICE, ENROLLMENT ACCOUNTING, AND FACILITIES. PROGRAM ALTERNATIVES, INCLUDING CONTRACTING, ARE DESCRIBED AND RECOMMENDATIONS ARE MADE. QUESTIONNAIRES USED IN THE STUDY ARE APPENDED WITH ADDITIONAL INFORMATION ON THE BIA SCHOOL. (PS)

ACCESSION NUMBER: ED078984

PUBLICATION DATE: JUN 73

TITLE: THE EDUCATION OF THE AMERICAN INDIAN PUPILS IN CLASSES FOR THE MENTALLY RETARDED.

PERSONAL AUTHOR: MILES, MARILYN

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; CULTURAL FACTORS; CULTURAL PLURALISM; *CURRICULUM DEVELOPMENT; EDUCABLE MENTALLY HANDICAPPED; EDUCATIONAL OPPORTUNITIES; *MENTAL RETARDATION; SELF CONCEPT; SKILL DEVELOPMENT; *SPECIAL EDUCATION; STATE PROGRAMS; TEACHER EDUCATION

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 18P.

THE NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT IS DEVOTED TO INCREASING THE QUANTITY AND QUALITY OF ACCURATE INFORMATION AVAILABLE ABOUT LOCAL AMERICAN INDIAN LIFE THROUGH CURRICULUM DEVELOPMENT, TO HELPING SCHOOL PERSONNEL TO BETTER UNDERSTAND AND MEET THE NEEDS OF INDIAN STUDENTS, AND TO INCREASING THE PARTICIPATION AND INFLUENCE OF INDIAN PEOPLE IN THEIR LOCAL EDUCATIONAL PROCESSES. THIS ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III PROJECT REPORT, A PRODUCT OF THE SPECIAL EDUCATION COMPONENT OF THE PROJECT, PROVIDES ADDITIONAL INFORMATION TO TEACHERS, ADMINISTRATORS, AND OTHER EDUCATORS ON THE SPECIAL EDUCATIONAL NEEDS OF INDIAN CHILDREN. ITS MAIN FOCUS IS THE INDIAN CHILD IN THE EDUCABLE MENTALLY RETARDED PROGRAM. NONE OF THE CHILDREN DEPICTED IN THE REPORT ARE ACTUALLY ENROLLED IN SPECIAL EDUCATION CLASSES. (FF)

ACCESSION NUMBER: ED078986

PUBLICATION DATE: APR 73

TITLE: SURVEY OF AK CHIN INDIAN RESERVATION TO DETERMINE EDUCATIONAL NEEDS. FINAL REPORT.

PERSONAL AUTHOR: WRIGHT, WYNN D.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; DEMOGRAPHY; *EDUCATIONAL BACKGROUND; *EDUCATIONAL DEVELOPMENT; EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL NEEDS; *RESERVATIONS (INDIAN); SOCIOCULTURAL PATTERNS; SOCIOECONOMIC STATUS; TRIBES

IDENTIFIER: AK CHIN INDIANS; ARIZONA

DESCRIPTIVE NOTE: 142P.

THE AK CHIN RESERVATION SURVEY TO DETERMINE EDUCATIONAL NEEDS HAD 3 OBJECTIVES: (1) TO DISCOVER WHAT THE AK CHIN DESIRE AND WILL SUPPORT IN EDUCATION, (2) TO ENCOURAGE AK CHIN PARTICIPATION IN PLANNING ON THE BASIS OF RESEARCH FINDINGS, AND (3) TO OBTAIN DEMOGRAPHIC DATA NECESSARY FOR PLANNING. A STRUCTURED INTERVIEW WAS ADMINISTERED TO 52 RESERVATION FAMILIES IN SUMMER, 1972 AND AN OPINIONNAIRE TO SINGLE YOUTHS BETWEEN THE AGES OF 13 AND 18. FINDINGS YIELDED DATA ON NUMBER AND AGES, EDUCATIONAL LEVEL, CHILD REARING PRACTICES, LANGUAGE, WILLINGNESS TO PARTICIPATE, PERCEPTION OF EDUCATIONAL NEEDS, IDENTIFICATION OF LEADERSHIP, AND RANK ORDER OF VALUES. THE AK CHIN DESIRED EDUCATION ON THEIR RESERVATION WHERE THE FAMILY CAN PARTICIPATE AS A UNIT. THEY WANTED VOCATIONAL TRAINING AND RECREATION FOR ALL AGES, AS WELL AS ADULT EDUCATION. A COMMUNITY SCHOOL CONCEPT WITH THE AK CHIN INVOLVED IN PLANNING WAS RECOMMENDED WITH DIVERSIFIED EDUCATION FOR ALL AGES. VOCATIONAL TRAINING, PARTICULARLY VOCATIONAL AGRICULTURE, WAS SUGGESTED FOR YOUTH. INVOLVEMENT OF AK CHIN IN TEACHING, INSOFAR AS POSSIBLE, IN THE COMMUNITY SCHOOL AND PARENT EDUCATION IN INTELLECTUAL AND MOTIVATIONAL STIMULATION OF CHILDREN WAS RECOMMENDED, AS WELL AS PRESCHOOL EDUCATION FOR YOUNG CHILDREN. (AUTHOR/FF)

ACCESSION NUMBER: ED078987

PUBLICATION DATE: 72

TITLE: SUPPLEMENTARY PROJECTS AND ACTIVITIES FOR WISCONSIN NATIVE AMERICANS.

DESCRIPTOR: *ACTIVITIES; *AMERICAN INDIANS; AUDIOVISUAL INSTRUCTION; DRUG EDUCATION; *EDUCATIONAL DEVELOPMENT; FEDERAL AID; *PROGRAM DESCRIPTIONS; *PROJECT TRAINING METHODS; STATE AID; TEACHER EDUCATION

IDENTIFIER: *WISCONSIN

DESCRIPTIVE NOTE: 34P.

THE BOOKLET CONTAINS A BRIEF LISTING OF SUPPLEMENTARY PROJECTS AND ACTIVITIES FOR WISCONSIN AMERICAN INDIANS IN WHICH THE DEPARTMENT OF PUBLIC INSTRUCTION ASSUMES A PRIMARY ROLE. EXAMPLES OF THE PROJECTS AND ACTIVITIES ARE: AMERICAN INDIAN ENRICHMENT PROJECT, AUDIO LISTENING CENTER, AUDIO-VISUAL PROGRAM DEVELOPMENT ON POST-HIGH SCHOOL OPPORTUNITIES FOR INDIAN STUDENTS, DRUG EDUCATION, ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE I PROJECT OFFERING SERVICES TO INDIANS, AND WORKSHOPS FOR TEACHERS OF INDIAN CHILDREN. SPECIAL FUNDS PROVIDED TO THE LOCAL PUBLIC SCHOOL DISTRICTS FOR ELIGIBLE INDIAN STUDENTS ON NON-TAXABLE LANDS UNDER THE JOHNSON O'MALLEY AND FEDERALLY IMPACTED AID PROGRAMS HAVE NOT BEEN INCLUDED. IN ADDITION, PROGRAMS FUNDED WITH STATE AND/OR FEDERAL RESOURCES WHICH BENEFIT INDIAN STUDENTS BUT ALSO ARE PROVIDED TO NON-INDIAN STUDENTS HAVE NOT BEEN LISTED. (FF)

ACCESSION NUMBER: ED078988

PUBLICATION DATE: DEC 72

TITLE: REPORT OF INDIAN EDUCATION IN WISCONSIN UNDER STATE CONTRACT WITH THE BUREAU OF INDIAN AFFAIRS. ANNUAL REPORT (25TH).

PERSONAL AUTHOR: VAN RAALTE, ROBERT C.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ATTENDANCE RECORDS; *EDUCATIONAL FINANCE; ELEMENTARY SCHOOLS; *ENROLLMENT TRENDS; HIGH SCHOOLS; INSERVICE EDUCATION; *PUBLIC SCHOOLS; *SELF CONCEPT; STATE PROGRAMS; STUDENT TRANSPORTATION; TAX RATES

IDENTIFIER: JOHNSON O MALLEY ACT; *WISCONSIN

DESCRIPTIVE NOTE: 55P.

A SUMMARY OF THE MAJOR PROGRAM ACTIVITIES DESIGNED FOR AMERICAN INDIAN STUDENTS IN WISCONSIN WHO ATTENDED PUBLIC SCHOOLS ELIGIBLE FOR JOHNSON-O'MALLEY FUNDING DURING THE 1971-72 SCHOOL YEAR IS PRESENTED IN THIS REPORT. INCLUDED ARE AN INDIAN EDUCATION FUND FINANCIAL STATEMENT; SCHOOL TAX, ENROLLMENT ATTENDANCE, AND STUDENT TRANSPORTATION INFORMATION; JOHNSON-O'MALLEY CONTRACTS FOR 1971-72; WISCONSIN SUMMARY REPORTS FOR BOTH ELEMENTARY AND HIGH SCHOOLS; AND LOCAL DISTRICT FINANCIAL REPORTS. SPECIAL INDIAN EDUCATION PROGRAMS ARE DESCRIBED AND ADDITIONAL INFORMATION IS PRESENTED IN THE NARRATIVE SECTION. (PS)

ACCESSION NUMBER: ED078989

PUBLICATION DATE: 73

TITLE: LAND CLAIMS AND NATIVE MANPOWER. STAFFING REGIONAL AND VILLAGE CORPORATIONS UNDER ALASKA NATIVE CLAIMS SETTLEMENT ACT OF 1971.

PERSONAL AUTHOR: KLEINFELD, JUDITH; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CLERICAL OCCUPATIONS; *EDUCATIONAL PROGRAMS; *ESKIMOS; FINANCIAL SUPPORT; *LAND ACQUISITION; *MANPOWER DEVELOPMENT; PROFESSIONAL TRAINING; TECHNICAL EDUCATION

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 55P.

AN EXPLORATORY EXAMINATION OF THE PROFESSIONAL, TECHNICAL, AND CLERICAL MANPOWER NEEDS OF ALASKAN REGIONAL AND VILLAGE CORPORATIONS ESTABLISHED UNDER THE NATIVE LAND CLAIMS SETTLEMENT ACT, THIS REPORT RECOGNIZED THAT CRITICAL STAFFING NEEDS CAN ONLY BE MET BY CAREFULLY DESIGNED EDUCATIONAL AND TRAINING PROGRAMS. THE STAFFING DEMAND ANALYSES WERE, HOWEVER, TENTATIVE BECAUSE CORPORATE REQUIREMENTS WILL DEPEND ON FINAL ENROLLMENT FIGURES, RATE OF STATE FINANCIAL CONTRIBUTIONS, AND OTHER REVENUE FLOW DEVELOPMENT. THE REPORT ESTIMATED THAT BY FISCAL YEAR 1978, NATIVE CORPORATIONS WILL REQUIRE AT LEAST 400 TO 600 PROFESSIONAL, TECHNICAL, AND CLERICAL PERSONNEL. HIGHEST DEMANDS WERE PROJECTED FOR SOCIAL AND ECONOMIC PROGRAM ADMINISTRATORS, BUSINESS MANAGERS, ATTORNEYS, LAND MANAGEMENT SPECIALISTS, COMPTROLLER/ACCOUNTANTS, LAND RESOURCE TECHNICIANS, SECRETARIES, AND BOOKKEEPER/ACCOUNTING CLERKS. (KM)

ACCESSION NUMBER: ED078990

PUBLICATION DATE: 71

TITLE: ANNUAL REPORT TO THE OFFICE OF INDIAN AFFAIRS FROM THE DIRECTOR AND THE SUPERVISORS OF INDIAN EDUCATION FOR THE STATE OF MINNESOTA, 1970-71.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; CLASS ATTENDANCE; *EDUCATION; *EDUCATIONAL FINANCE; ELEMENTARY SCHOOLS; ENROLLMENT; *FEDERAL AID; HIGHER EDUCATION; SCHOOL TAXES; SECONDARY SCHOOLS; *STATE PROGRAMS; STUDENT TRANSPORTATION; TABLES (DATA)

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 107P.; RELATED DOCUMENTS ARE ED055705 AND RC007100

AMERICAN INDIAN EDUCATION IN MINNESOTA DURING 1970-71 IS DESCRIBED IN THIS REPORT. DATA PRESENTED IN TABULAR FORM INCLUDE FINANCIAL REPORTS; SPECIAL STATE AID; ENROLLMENT AND ATTENDANCE; PER PUPIL COSTS FOR SCHOOLING, HOT LUNCHES, AND TRANSPORTATION; 8TH AND 12TH GRADE GRADUATES; AND THE RATE OF SCHOOL TAXES. INFORMATION IS ALSO PROVIDED FOR SOME SPECIAL PROGRAMS INCLUDING JOHNSON O'MALLEY FUNDING, SCHOLARSHIPS FOR HIGHER EDUCATION, HUMAN RELATIONS TRAINING, AND PROGRAMS COVERED BY OPPORTUNITIES UNLIMITED MINNESOTA INDIANS AND THE EDUCATION PROFESSIONS DEVELOPMENT ACT. (PS)

ACCESSION NUMBER: ED078991

PUBLICATION DATE: 72

TITLE: ANNUAL REPORT TO THE OFFICE OF INDIAN AFFAIRS FROM THE DIRECTOR AND THE SUPERVISOR OF INDIAN EDUCATION FOR THE STATE OF MINNESOTA, 1971-72.

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *EDUCATIONAL DEVELOPMENT; EDUCATIONAL IMPROVEMENT; ELEMENTARY EDUCATION; EMPLOYMENT; *FEDERAL PROGRAMS; FINANCIAL SUPPORT; LANGUAGE INSTRUCTION; RESERVATIONS (INDIAN); SECONDARY SCHOOLS; *STATE PROGRAMS; TABLES (DATA); TRIBES

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 87P.; RELATED DOCUMENTS ARE ED055705 AND RC007099

THE MINNESOTA INDIAN EDUCATION PROGRAM PROVIDED A "TURNING POINT" FOR THE STATE'S INDIANS DURING FISCAL YEAR 1972. THERE WAS A 31% INCREASE IN INDIAN HIGH SCHOOL GRADUATES AND OVER 3,800 ADULTS WERE ENROLLED IN INDIAN ADULT BASIC EDUCATION. THE PROGRAM RECEIVED FUNDING FROM OVER 15 OUTSIDE AGENCIES, INCLUDING THE U.S. OFFICE OF EDUCATION. THE JOHNSON O'MALLEY PROGRAM TOOK SIGNIFICANT STEPS IN PROVIDING MORE LOCAL DECISION-MAKING AUTHORITY BY ESTABLISHING LOCAL INDIAN EDUCATION COMMITTEES. DURING JUNE OF 1972, THE INDIAN EDUCATION SECTION OF THE MINNESOTA DEPARTMENT OF EDUCATION OPERATED ITS FIRST CHIPPEWA LANGUAGE CAMP. THE YEAR ALSO SAW THE NUMBER OF FULL-TIME CIVIL SERVICE POSITIONS INCREASED OVER 100% IN THE INDIAN EDUCATION SECTION. THE REPORT DETAILED THIS PROGRESS BY STATISTICAL AND FINANCIAL REPORTS OF STATE PROGRAMS, JOHNSON O'MALLEY INDIVIDUAL FINANCIAL REPORTS, AND ACHIEVEMENTS IN THE SCHOLARSHIP AND ADULT EDUCATION PROGRAMS. BUDGETED AND NON-BUDGETED SCHOOL DISTRICTS WERE LISTED. (KM)

ACCESSION NUMBER: ED078993

PUBLICATION DATE: 29 APR 73

TITLE: NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973). POSITION PAPERS, VOLUME 1.

PERSONAL AUTHOR: HEYWOOD, STANLEY J.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATION (THOUGHT TRANSFER); CULTURE; DROPOUTS; *EDUCATION; GOVERNMENT ROLE; HEALTH OCCUPATIONS; *REPORTS; RESERVATIONS (INDIAN); *TEACHER EDUCATION; TEACHER WORKSHOPS; TRIBES

IDENTIFIER: *TEACHER CORPS

DESCRIPTIVE NOTE: 193P.; POSITION PAPERS PRESENTED AT NATIVE AMERICAN TEACHER CORPS CONFERENCE, DENVER (COLORADO, APRIL 26-29, 1973); RELATED DOCUMENT IS RC007103

THE FIRST OF 3 VOLUMES OF POSITION PAPERS PRESENTED AT THE FIRST NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO; APRIL 26-29, 1973) PRESENTS 8 POSITION PAPERS AND 3 ADDRESSES. THE CONTENT IS: (1) ADDRESSES; (2) ON INDIAN'S EDUCATION; (3) CULTURE AND EDUCATION; (4) THEORETICAL CONSTRUCT OF THE IDEAL SCHOOL SYSTEM FOR AMERICAN INDIANS...K-LIFE; (5) DEVELOPING A NATIVE AMERICAN STUDIES PROGRAM; (6) INDIAN HEALTH PROFESSIONALS; (7) VALUE CONFLICTS AS A CAUSE FOR DROPOUTS; (8) THE ROLE OF COMMUNICATIONS IN INDIAN LIFE; AND (9) TEACHER CORPS: A MODEL FOR TRAINING TEACHERS. (FF)

ACCESSION NUMBER: ED078994

PUBLICATION DATE: 29 APR 73

TITLE: NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973). POSITION PAPERS, VOLUME 2.

PERSONAL AUTHOR: CHRISTENSEN, ROSEMARY; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CHILD DEVELOPMENT; COMMUNITY INVOLVEMENT; CULTURAL EDUCATION; *CULTURE; *EDUCATION; FEDERAL PROGRAMS; HISTORY; POLITICS; *REPORTS; RESERVATIONS (INDIAN); STATE PROGRAMS; *TEACHER EDUCATION; TEACHER WORKSHOPS; TRIBES; VISUAL ARTS

IDENTIFIER: *TEACHER CORPS

DESCRIPTIVE NOTE: 240P.; POSITION PAPERS PRESENTED AT NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973); RELATED DOCUMENT IS RC007102

THE SECOND OF 2 VOLUMES OF POSITION PAPERS PRESENTED AT THE FIRST NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO; APRIL 26-29, 1973), IS COMPOSED OF 8 POSITION PAPERS. THESE INCLUDE: INDIAN EDUCATION: THE RIGHTS OF A PEOPLE; EDUCATION AND POLITICS; SCHOOL AS IT RELATES TO PRESENT AND FUTURE SOCIETIES; MULTI-CULTURAL TEACHER EDUCATION CENTER AT ROUGH ROCK; THE VISUAL ACHIEVEMENTS OF THE 19TH CENTURY PLAINS INDIANS; CRISIS IN RED AND WHITE; EARLY CHILDHOOD IN INDIAN COMMUNITIES; AND HEW AND STATE RESPONSIBILITIES TO INDIAN EDUCATION. (KM)

ACCESSION NUMBER: ED078998

PUBLICATION DATE: 25 AUG 73

TITLE: MANPOWER TRAINING PROGRAM OUTCOMES: INDIANS AND RURAL WHITES IN SOUTH DAKOTA.

PERSONAL AUTHOR: DELONG, JAMES W.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *ANGLO AMERICANS; COMPARATIVE ANALYSIS; *DISADVANTAGED GROUPS; EMPLOYMENT OPPORTUNITIES; *MANPOWER DEVELOPMENT; RESERVATIONS (INDIAN); *RURAL AREAS; SOCIOECONOMIC STATUS; VOCATIONAL EDUCATION

IDENTIFIER: JOB OPPORTUNITIES IN THE BUSINESS SECTOR; MANPOWER DEVELOPMENT AND TRAINING ACT; MDTA; SOUTH DAKOTA

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE RURAL SOCIOLOGICAL SOCIETY ANNUAL MEETINGS, COLLEGE PARK, MARYLAND, AUGUST 23-26, 1973

IN FALL 1971, THIS EXPLORATORY STUDY INVESTIGATED THE ASSOCIATION BETWEEN SOCIOECONOMIC CHARACTERISTICS OF PARTICIPANTS IN SELECTED MANPOWER PROGRAMS AND THE TRAINING OUTCOMES FOR THOSE PARTICIPANTS. THE 2 MANPOWER TRAINING PROGRAMS WERE THE JOB OPPORTUNITIES IN THE BUSINESS SECTOR (JOBS) AND A MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) PROGRAM. DATA WERE OBTAINED FROM THE APPLICATION AND TERMINATION FORMS COMPLETED FOR THE 202 MDTA TRAINEES AND 157 TRAINEES IN THE JOBS PROGRAM DURING 1970-71. MORE SOCIOECONOMIC ATTRIBUTES WERE ASSOCIATED WITH TRAINING OUTCOMES FOR THE MDTA THAN THE JOBS PROGRAM PARTICIPANTS. THE MDTA PARTICIPANT LEAST LIKELY TO COMPLETE THE PROGRAM WAS A NON-WHITE MALE WITH 7-9 YEARS OF FORMAL EDUCATION, UNEMPLOYED 25 WEEKS OR LESS WITHIN THE PAST YEAR AND CLASSIFIED AS DISADVANTAGED. SINCE THE MAJORITY OF AMERICAN INDIAN PARTICIPANTS WEREN'T COMPLETING THE MDTA PROGRAMS, THE IMPORTANCE OF RACIAL AND CULTURAL FACTORS FOR SUCH PROGRAMS WAS SUGGESTED. FINDINGS WERE LISTED FOR BOTH PROGRAMS. (FF)

ACCESSION NUMBER: ED079004

PUBLICATION DATE: DEC 69

TITLE: SCHOOL READINESS AND ACHIEVEMENT OF CROW INDIAN CHILDREN, FIRST THROUGH FOURTH GRADES, AT PRYOR, MONTANA.

PERSONAL AUTHOR: JENSEN, JOYCE MARTIN

DESCRIPTOR: *ACHIEVEMENT; *AMERICAN INDIANS; ELEMENTARY SCHOOL STUDENTS; GRADE 1; GRADE 2; GRADE 3; GRADE 4; *GROUP INTELLIGENCE TESTING; PUBLIC SCHOOLS; *SCHOOL READINESS TESTS; *STUDENT TESTING

IDENTIFIER: *CROW INDIANS; MONTANA

DESCRIPTIVE NOTE: 118P.; MASTER'S THESIS SUBMITTED TO MONTANA STATE UNIVERSITY, BOZEMAN

THE STUDY WAS BASED ON A YEAR'S WORK WITH CROW INDIAN CHILDREN, GRADES 1-4, AT PRYOR, MONTANA. FIVE TESTS WERE GIVEN AND EVALUATED: THE STANFORD-BINET INTELLIGENCE SCALE, THE METROPOLITAN ACHIEVEMENT TESTS, THE GESELL DEVELOPMENTAL EXAMINATION, THE LOWENFELD MOSAIC, AND 3 SELECTED TASKS FROM PIAGET. THE 21 PUPILS USED FOR THIS STUDY WERE BROKEN DOWN INTO THE FOLLOWING GRADES: 1ST--3 BOYS; 2ND--6 GIRLS, 2 BOYS; 3RD--6 GIRLS, 2 BOYS; AND 4TH--2 GIRLS. ON THE STANFORD-BINET INTELLIGENCE SCALE, THE CHILDREN DID WELL WITH NUMBER CONCEPTS, COPYING, SIMILARITIES AND DIFFERENCES, RHYMES, AND MEMORY OF DESIGN. THE 3 FIRST GRADERS RECEIVED SCORES OF "B" ON THE READINESS TEST GIVEN IN MAY. FOR GRADES 2, 3, AND 4, ARITHMETIC AND SPELLING HAD THE HIGHEST SCORES. THE LOWEST SCORES WERE IN WORD DISCRIMINATION, PROBLEM SOLVING AND CONCEPTS, AND READING. THE SCORES ON THE GESELL DEVELOPMENTAL EXAMINATION WERE UP TO 3 YEARS BEHIND CHRONOLOGICAL AGE. IT WAS NOTED THAT THE CHILDREN ENJOYED THE LOWENFELD MOSAIC. ON THE PIAGET TASKS, MOST OF THE CHILDREN UNDERSTOOD COUNTING AND HAD NO TROUBLE WITH IT. IT WAS ALSO NOTED THAT THE SCORES ROSE DURING THE YEAR, BUT NOT VERY MUCH. THIS WAS A BROAD PILOT STUDY, PROVIDING A DESCRIPTION MORE THAN DEALING WITH DEFINITE CONCLUSIONS. (FF)

AVAILABILITY: INTER-LIBRARY LOAN FROM MONTANA STATE UNIVERSITY, BOZEMAN

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED079006

PUBLICATION DATE: 71

TITLE: COMPARATIVE APPROACH TO THE STUDY OF A WHITE-INDIAN-NEGRO CASTE SYSTEM IN ROBESON COUNTY, NORTH CAROLINA.

PERSONAL AUTHOR: TEMPLE, DENNIS MICHAEL

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *ANGLO AMERICANS; *CASTE; *COMPARATIVE ANALYSIS; EDUCATION; MASTERS THESES; MINORITY GROUPS; *NEGROES; SOCIAL STRATIFICATION; SOCIOECONOMIC STATUS

IDENTIFIER: *LUMBEE INDIANS; NORTH CAROLINA

DESCRIPTIVE NOTE: 142P.; MASTER'S THESIS, NORTH CAROLINA STATE UNIVERSITY, RALEIGH, 1971

ATTEMPTING TO FIND EMPIRICAL EVIDENCE TO SUPPORT AN HYPOTHESIS ON THE SOCIAL STRATIFICATION SYSTEM IN ROBESON COUNTY, NORTH CAROLINA, THE STUDY THEORIZED THAT THERE EXISTS A CASTE SYSTEM IN WHICH THE LUMBEE INDIANS HAVE A STATUS BETWEEN THE DOMINANT WHITES AND SUBORDINATE NEGRO GROUPS. THE LUMBEES AND THEIR RELATIONSHIP TO THESE OTHER GROUPS WERE EXAMINED. DATA WERE GLEANED FROM 2 REGIONAL STUDIES--A SURVEY OF 3 NORTH CAROLINA COUNTIES (ASHE, ANSON, AND ROBESON), AND A RESURVEY THEREOF. THESE COUNTIES WERE DRAWN ACCORDING TO AN AREA PROBABILITY SAMPLING DESIGN. DATA FROM 69 HOUSEHOLDS IN ROBESON COUNTY WERE ANALYZED USING CHI-SQUARE TEST OF SIGNIFICANCE. RESULTS INDICATED THAT IN MOST INSTANCES THE LUMBEE INDIANS' FAMILY ADJUSTMENT RESEMBLES THAT OF THE NEGROES OR THE DOMINANT WHITES. AMERICAN INDIANS IN ROBESON COUNTY SEEMED TO BE WORSE OFF ECONOMICALLY THAN WHITES. THE TRADITIONAL BI-RACIAL (WHITE-NONWHITE) CASTE SYSTEM WAS EVIDENTLY MORE ADEQUATE IN EXPLAINING THE LIVING ADJUSTMENT PATTERNS OF THESE GROUPS THAN THE PREVIOUS TRI-ETHNIC GROUP CASTE SYSTEM, WHICH DOES NOT ALLOW FOR THE ATTITUDE DIFFERENCES INDICATED BY THIS STUDY. (AUTHOR/FF)

ACCESSION NUMBER: ED079007

PUBLICATION DATE: 71

TITLE: RELATIONSHIP OF THE SELF-CONCEPT TO SELECTED MEASURES OF PERFORMANCE AMONG MALE NAVAJO STUDENTS AT INTERMOUNTAIN SCHOOL.

PERSONAL AUTHOR: GRAHAM, MELVERN EUGENE

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATION; FOLLOWUP STUDIES; HIGH SCHOOL STUDENTS; *PERFORMANCE FACTORS; *SELF CONCEPT; SUCCESS FACTORS; *VOCATIONAL EDUCATION

IDENTIFIER: *INTERMOUNTAIN SCHOOL; NAVAJOS

DESCRIPTIVE NOTE: 93P.; MASTER'S THESIS, UTAH STATE UNIVERSITY, LOGAN, UTAH, 1971

THE STUDY'S OBJECTIVES WERE TO: (1) STUDY RELATIONSHIPS BETWEEN THE SELECTED MEASURES OF HIGH SCHOOL PERFORMANCE AND SELF-CONCEPT, AND (2) DEVELOP A GENERAL FRAMEWORK FOR A LONGITUDINAL STUDY OF THE 1971 GRADUATES OF INTERMOUNTAIN SCHOOL AND THEIR VOCATIONAL SUCCESS. DATA WERE TAKEN FROM SCHOOL RECORDS FOR SENIOR MALES AND FROM A SELF-REFERENCE TEST ADMINISTERED DURING SEPTEMBER AND EARLY OCTOBER OF 1970. SCORED AND USABLE TEST RESULTS WERE OBTAINED FOR 194 SENIOR MALES. RESULTS INDICATED THERE WAS A POSITIVE AND SIGNIFICANT CORRELATION BETWEEN A STUDENT'S SELF-DEFINITION AND HIS GRADE POINT AVERAGE. THE SAME RESULTS OCCURRED BETWEEN TEACHER EVALUATIONS AND SELF-DEFINITION. RESULTS FROM THE GENERAL APTITUDE TEST BATTERY FOR FINGER DEXTERITY AND THE STUDENT'S ORIENTATION IN SCHOOL WERE FOUND TO BE POSITIVELY AND SIGNIFICANTLY CORRELATED TO THE STUDENT'S SELF-DEFINITION. ORIENTATION FOR A BUSINESS OR ACADEMIC PROGRAM HAD A HIGHER CORRELATION THAN FOR VOCATIONAL PROGRAMS. FURTHER RESEARCH WAS SUGGESTED FOR THE EFFECTS OF INDIVIDUAL SCHOOLS ON STUDENTS FACING THE "ANGLO" WORLD. (FF)

ACCESSION NUMBER: ED079219

PUBLICATION DATE: 72

TITLE: THE ALGONKIAN REGION: AN EXAMINATION OF THE INDIANS WITHIN THE EASTERN REGION IN BOTH HISTORICAL AND CONTEMPORARY CONTEXTS. LEARNING ACTIVITY PACKET.

DESCRIPTOR: ACTIVITY UNITS; *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANTHROPOLOGY; AREA STUDIES; CULTURAL DIFFERENCES; ETHNIC GROUPS; ETHNIC STUDIES; INSTRUCTIONAL MATERIALS; LAND SETTLEMENT; LEARNING ACTIVITIES; SECONDARY GRADES; *SOCIAL STUDIES UNITS

IDENTIFIER: *ALGONKIANS; MAINE; QUEBEC

DESCRIPTIVE NOTE: 25P.

THE OBJECTIVE OF THIS LEARNING ACTIVITY PACKET (LAP) IS TO FAMILIARIZE THE STUDENT WITH INDIANS WHO LIVED IN THE EASTERN REGION OF PRESENT DAY CANADA AND THE UNITED STATES. INDIAN LIFE IN THE PAST, HOW IT HAS CHANGED, AND THE NEEDS OF THESE PEOPLE TODAY PROVIDE THE BASIS OF THE LAP. FIVE LEARNING OBJECTIVES, EACH COVERING PARTICULAR ASPECTS OF THE LIFE OF THE INDIANS, CREATE A FRAMEWORK FOR VARIOUS ACTIVITIES. RELATED DOCUMENTS IN THIS SERIES ARE SO 006 140-145. (OPH)

ACCESSION NUMBER: ED079440

PUBLICATION DATE: 72

TITLE: KNOWING AND UNDERSTANDING THE SOCIALLY DISADVANTAGED ETHNIC MINORITY GROUPS.

PERSONAL AUTHOR: WEBSTER, STATEN W.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ETHNIC GROUPS; ETHNIC ORIGINS; ETHNIC STUDIES; FAMILY CHARACTERISTICS; FAMILY STRUCTURE; GROUP UNITY; *MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO CULTURE; *NEGROES; PUERTO RICAN CULTURE; *PUERTO RICANS; RESERVATIONS (INDIAN); SELF CONCEPT; SOCIAL CHARACTERISTICS; SPANISH CULTURE

DESCRIPTIVE NOTE: 490P.

THIS COLLECTION OF ESSAYS DEALS WITH THOSE ETHNIC MINORITY GROUPS WHICH CAN BE CLASSIFIED AS BEING AMONG THE SOCIALLY DISADVANTAGED IN AMERICA. HERE, THE SOCIALLY DISADVANTAGED ARE DESCRIBED AS PERSONS OR GROUPS WHOSE CHANCES FOR THE COMPLETE MAXIMIZATION OF THEIR TALENTS OR POTENTIALS ARE LIMITED BY SOCIETAL FACTORS RELATED TO POVERTY AND/OR RACE, CASTE, OR CLASS ATTITUDES AND PRACTICES. HEREIN ARE DISCUSSED FIVE NON-ANGLO ETHNIC MINORITY GROUPS. THESE GROUPS HAVE BEEN SELECTED PRIMARILY BECAUSE OF TWO REASONS: (1) THEY ARE THE LARGEST AND MOST IDENTIFIABLE OF OUR SOCIALLY DISADVANTAGED MINORITY GROUPS; AND (2) THESE ARE THE GROUPS WHOSE QUESTS FOR SOCIAL JUSTICE HAVE AND CONTINUE TO HAVE SIGNIFICANT IMPORTANCE FOR ALL AMERICANS. THE GROUPS COVERED ARE BLACK AMERICANS, MEXICAN AMERICANS, PUERTO RICAN AMERICANS, AMERICAN INDIANS, AND JAPANESE AND CHINESE AMERICANS. THE BOOK IS DIVIDED INTO FOUR SECTIONS; EACH SECTION BEGINS WITH A BRIEF INTRODUCTION, FOLLOWED BY A PHOTO-ILLUSTRATED INTERVIEW, WHICH TOOK PLACE BETWEEN THE EDITOR AND A PERSON WHO WAS A MEMBER OF THE GROUP TREATED IN THAT SECTION. THE AUTHOR HOPES THAT THE SECTIONS IN THIS BOOK WILL HELP READERS BECOME MORE KNOWLEDGEABLE OF THE BACKGROUNDS, PROBLEMS, AND LIFE-STYLES OF SELECTED ETHNIC MINORITY GROUPS. (SB)

AVAILABILITY: INTERNATIONAL TESTBOOK CO., SCRANTON, PA. 18515 ($7.50)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED079725

PUBLICATION DATE: 71

TITLE: A TRANSFORMATIONAL ANALYSIS OF THE WRITTEN AND ORAL SYNTAX OF FOURTH, SIXTH, AND EIGHTH GRADE OMAHA INDIAN CHILDREN.

PERSONAL AUTHOR: CONWAY, WILLIAM DAVID

DESCRIPTOR: *AMERICAN INDIANS; CAUCASIAN STUDENTS; COMPARATIVE ANALYSIS; GRADE 4; GRADE 6; GRADE 8; LANGUAGE ABILITY; *LANGUAGE DEVELOPMENT; *LANGUAGE PATTERNS; LINGUISTIC PERFORMANCE; SOCIOECONOMIC STATUS; *SYNTAX; *TRANSFORMATIONS (LANGUAGE)

IDENTIFIER: OMAHA INDIANS

DESCRIPTIVE NOTE: 96P.; PH.D. DISSERTATION, THE UNIVERSITY OF NEBRASKA

THE DEVELOPMENTAL PATTERNS OF WRITTEN AND ORAL SYNTAX WERE INVESTIGATED IN A GROUP OF FOURTH, SIXTH, AND EIGHTH GRADE OMAHA INDIAN CHILDREN LIVING IN SEMIPOVERTY IN A RURAL RESERVATION COMMUNITY. THESE FINDINGS WERE THEN COMPARED WITH THE FINDINGS OF A SIMILAR STUDY DEALING WITH WHITE CHILDREN LIVING IN A DIFFERENT CULTURAL, SOCIOECONOMIC, AND GEOGRAPHIC AREA. CONCERNED PRIMARILY WITH UNIT LENGTHS AND FREQUENCY OF OCCURRENCES OF VARIOUS SYNTACTIC STRUCTURES DERIVING FROM SENTENCE-COMBINING TRANSFORMATIONS AT DIFFERENT GRACE LEVELS, IT WAS PREDICTED THAT THE INCREASED FREQUENCY OF SUCH TRANSFORMATIONS WOULD INDICATE INCREASED LINGUISTIC MATURITY. ANALYSIS OF DATA INDICATED LOWER OVER-ALL PATTERNS OF DEVELOPMENT FOR THE INDIAN CHILDREN THAN FOR THEIR WHITE COUNTERPARTS. THE WHITE STUDENTS ALSO MADE SYNTACTIC GAINS AT RATES THREE TO FOUR TIMES GREATER THAN THE OMAHA CHILDREN. OF PARTICULAR INTEREST WAS THE TENDENCY OF MALE AND FEMALE INDIAN STUDENTS TO SHOW LEVELING IN RATES OF OCCURRENCE OF SOME STRUCTURES IN THE EIGHTH GRADE WHILE WHITE STUDENTS CONTINUED IN LARGE GAINS. (AUTHOR/HS)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 72-3948, MF $4.00, XEPOGRAPHY $10.00)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED080133

PUBLICATION DATE: 73

TITLE: MINORITIES IN THE UNITED STATES: GUIDE TO RESOURCES.

PERSONAL AUTHOR: SMITH, JESSIE CARNEY

DESCRIPTOR: AMERICAN INDIAN CULTURE; AMERICAN INDIANS; CHINESE AMERICANS; *CULTURE; JAPANESE AMERICAN CULTURE; JAPANESE AMERICANS; LIBRARY COLLECTIONS; *LIBRARY MATERIALS; *LITERATURE; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO CULTURE; NEGROES; PUERTO RICAN CULTURE; PUERTO RICANS; RESOURCE GUIDES; *RESOURCE MATERIALS

DESCRIPTIVE NOTE: 133P.; (731 REFERENCES); PREPARED FOR THE COURSE L. S. 315, BIBLIOGRAPHY OF MINORITY CULTURES, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENN, PEABODY LIBRARY SCHOOL

THE APPROACH OF THIS PUBLICATION TO THE STUDY OF MINORITY CULTURES IS THROUGH AN INTRODUCTION TO THE LITERATURE OF CERTAIN MINORITY GROUPS IN THE UNITED STATES: NATIVE AMERICANS, BLACK AMERICANS, CHINESE, JAPANESE, AND PUERTO RICANS. IT IS INTENDED PRIMARILY AS A GUIDE FOR LIBRARIES, LIBRARY SCHOOL STUDENTS, LIBRARY SCHOOLS, OTHER EDUCATORS, AND OTHER STUDENTS WHO ARE INTERESTED IN BIBLIOGRAPHIC AND OTHER RESOURCES FOR THE STUDY OF VARIOUS MINORITIES. BECAUSE THIS PUBLICATION IS PREPARED IN THE ABSENCE OF A SUITABLE TEXTBOOK OR GUIDE TO THE BIBLIOGRAPHY OF MINORITY CULTURE, IT AIMS TO LEAD THE STUDENT OF MINORITY BIBLIOGRAPHY TO THE LITERATURE AND THE LIBRARY COLLECTIONS ON THIS SUBJECT. IN THE VARIETY OF SUBJECT AREAS COVERED, THE WORK IS IMMEDIATELY REGARDED AS INTERDISCIPLINARY AS WELL AS INTERCULTURAL. THE WORK UTILIZES A TOPICAL OR STRUCTURAL APPROACH, WITH EACH SECTION CONTAINING A GENERAL OVERVIEW OF THE PARTICULAR MINORITY GROUP IN QUESTION, A DISCUSSION OF REPRESENTATIVE LIBRARY COLLECTIONS WHICH HOUSE SIGNIFICANT RESOURCES ON THE TOPIC, AND AN INTRODUCTION TO THE SUBJECT APPROACH TO THE STUDY OF THE PARTICULAR MINORITY GROUP. FOLLOWING THIS DISCUSSION, A SELECTIVE BIBLIOGRAPHY IS GIVEN. (AUTHOR)

ACCESSION NUMBER: ED080224

PUBLICATION DATE: AUG 73

TITLE: AZTECAS DEL NORTE: THE CHICANOS OF AZTLAN.

PERSONAL AUTHOR: FORBES, JACK D.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUALISM; CHANGING ATTITUDES; *CROSS CULTURAL STUDIES; *CULTURAL BACKGROUND; EDUCATION; EMPLOYMENT; LABORERS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; ORGANIZATIONS (GROUPS); RELIGION; SOCIAL CHANGE

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 336P.

THE PURPOSE OF THIS BOOK IS TO EXAMINE THE INDIAN HERITAGE OF THE MEXICAN AMERICANS OF THE SOUTHWEST. IT COVERS MEXICAN AMERICAN HISTORY FROM THE TIME OF THE AZTECS TO THE PRESENT. IN THE INTRODUCTION, THE MEXICAN APPROACH TO UNITED STATES HISTORY IS DISCUSSED. TOPICS COVERED ARE: THE TOLLECAYOTL AND MEXICAYOTL HERITAGE; THE NORTHWARD MOVEMENT; MEXICANS AS SECOND-CLASS AMERICANS IN THE SOUTHWEST; THEIR SELF-IDENTITY; MEXICAN RELIGION AND EDUCATION; MEXICAN AMERICANS ORGANIZING FOR THE FUTURE; AND LA RAZA UNIDA. SOME THOUGHTS EXPRESSED ORIGINALLY IN THE NAHUAN LANGUAGE OF NAHUATL ARE GIVEN. (NQ)

AVAILABILITY: EDUCATION DEPARTMENT, FAWCETT PUBLICATIONS, INC., GREENWICH, CONN. 06830 ($0.95)

NOT AVAILABLE FROM EDRS

48

ACCESSION NUMBER: ED080226

PUBLICATION DATE: 14 NOV 72

TITLE: STATEMENT OF HUBERT VELARDE, JICARILLA APACHE TRIBE TO UNITED STATES COMMISSION ON CIVIL RIGHTS AT ALBUQUERQUE CONVENTION CENTER (ALBUQUERQUE, NEW MEXICO, NOVEMBER 14, 1972).

PERSONAL AUTHOR: VELARDE, HUBERT

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; COURTS; EDUCATION; EMPLOYMENT; *FEDERAL PROGRAMS; FISHERIES; LAW ENFORCEMENT; MEDICAL SERVICES; *PROBLEMS; *RESERVATIONS (INDIAN); *STATE PROGRAMS; WATER RESOURCES

IDENTIFIER: *JICARILLA APACHES

DESCRIPTIVE NOTE: 5P.

THE STATEMENT BY THE PRESIDENT OF THE JICARILLA APACHE TRIBE EMPHASIZES RESERVATION PROBLEMS THAT NEED TO BE EXAMINED. PRESENTED AT A 1972 CIVIL RIGHTS COMMISSION HEARING ON INDIAN CONCERNS, VELARDE'S STATEMENT LISTED EMPLOYMENT, EDUCATION, THE ADMINISTRATION OF JUSTICE, WATER RIGHTS, AND MEDICAL SERVICES AS AREAS FOR INVESTIGATION. (KM)

ACCESSION NUMBER: ED080227

PUBLICATION DATE: 14 NOV 72

TITLE: WELCOMING REMARKS OF EDWARD YUDIN, VICE CHAIRMAN, NEW MEXICO COMMITTEE TO THE U. S. COMMISSION ON CIVIL RIGHTS AT HEARINGS ON INDIAN PROBLEMS (ALBUQUERQUE, NEW MEXICO, NOVEMBER 14-15, 1972).

PERSONAL AUTHOR: YUDIN, EDWARD

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; ECONOMICALLY DISADVANTAGED; EQUAL OPPORTUNITIES (JOBS); FEDERAL STATE RELATIONSHIP; LIVING STANDARDS; LOW INCOME; *NONRESERVATION AMERICAN INDIANS; *RESERVATIONS (INDIAN); *TRIBES

IDENTIFIER: NEW MEXICO; *UNITED STATES COMMISSION ON CIVIL RIGHTS

DESCRIPTIVE NOTE: 8P.

PRESENTED IN THIS WELCOMING ADDRESS TO THE U. S. COMMISSION ON CIVIL RIGHTS WERE (1) THE FUNCTIONS OF THE COMMISSION'S STATE ADVISORY COMMITTEES; AND (2) THE PURPOSE OF THE HEARING INVESTIGATING PROBLEMS OF AMERICAN INDIANS IN NEW MEXICO. LOWER EDUCATIONAL ATTAINMENT, LIFE EXPECTANCY, AND LOW INCOME LEVELS WERE SOME PROBLEMS THAT WERE EXAMINED. (FF)

ACCESSION NUMBER: ED080228

PUBLICATION DATE: MAY 73

TITLE: THE SOUTHWEST INDIAN REPORT. A REPORT OF THE U. S. COMMISSION ON CIVIL RIGHTS, MAY 1973.

PERSONAL AUTHOR: POWELL, JOHN H., JR.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; COURTS; *EQUAL EDUCATION; *EQUAL OPPORTUNITIES (JOBS); *FEDERAL PROGRAMS; HEALTH NEEDS; LEGAL PROBLEMS; NONRESERVATION AMERICAN INDIANS; RESERVATIONS (INDIAN); STATE PROGRAMS; WATER RESOURCES

IDENTIFIER: ARIZONA; NEW MEXICO

DESCRIPTIVE NOTE: 177P.

THE INVESTIGATION OF CIVIL RIGHTS VIOLATIONS FOR AMERICAN INDIANS IN ARIZONA AND NEW MEXICO COVERS FEDERAL, STATE, AND LOCAL EMPLOYMENT; ELEMENTARY, SECONDARY, AND HIGHER EDUCATION; AND HEALTH NEEDS, ESPECIALLY THE INDIAN HEALTH SERVICE. IT ALSO DISCUSSES URBAN AND RESERVATION ADMINISTRATION OF JUSTICE AND WATER RIGHTS. CONCLUSIONS AND RECOMMENDATIONS TO IMPROVE INDIAN LIFE END THE REPORT. (KM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 (STOCK NUMBER 0500-00095, $2.35)

ACCESSION NUMBER: ED080229

PUBLICATION DATE: 68

TITLE: INDIANS OF NEW MEXICO.

DESCRIPTOR: *AMERICAN INDIANS; *AREA STUDIES; *CULTURAL AWARENESS; EDUCATION; EMPLOYMENT; INDUSTRIALIZATION; *RESERVATIONS (INDIAN); SOCIAL WELFARE; *TRIBES

IDENTIFIER: APACHES; NAVAJOS; *NEW MEXICO; PUEBLOS

DESCRIPTIVE NOTE: 24P.

THE BOOKLET GIVES A GENERAL INTRODUCTION TO AMERICAN INDIANS IN NEW MEXICO. COVERING HISTORICAL BACKGROUND AND PRESENT STATUS, REPORTS ARE GIVEN FOR THESE TRIBES: THE 19 PUEBLOS (I.E., ACOMA, COCHITI, ISLETA, JEMEZ, LAGUNA, AND ZUNI), THE JICARILLA AND MESCALERO APACHES, AND THE NAVAJOS. ALSO INCLUDED ARE 26 PLACES OF INTEREST SUCH AS ACOMA PUEBLO, COCHITI PUEBLO, AND DULCE. (FF)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 ($0.20)

ACCESSION NUMBER: ED080232

PUBLICATION DATE: MAR 72

TITLE: "ETHNICIZATION OF SOCIAL STUDIES IN THE SECONDARY SCHOOL: THE 'BROWNING' OF AMERICA."

PERSONAL AUTHOR: LUX, GUILLERMO

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; CULTURE; *EDUCATIONAL CHANGE; *ETHNIC STUDIES; *HISTORY; LANGUAGE; *MEXICAN AMERICANS; SELF CONCEPT

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 13P.; REVISION OF A PAPER PRESENTED AT THE SOUTHWESTERN SOCIAL SCIENCE CONVENTION (SAN ANTONIO, TEXAS, MARCH 1972)

ALTHOUGH OFTEN OUTNUMBERING ANGLOS IN THE SOUTHWEST, MEXICAN AMERICANS AND AMERICAN INDIANS HAVE NOT BEEN COVERED HISTORICALLY, LINGUISTICALLY, OR CULTURALLY. INSTEAD, THE EMPHASIS IN SCHOOLS HAS BEEN PLACED ON ANGLO AND EUROPEAN HISTORY AND CULTURE, EITHER IGNORING OR VILLIFYING THESE MINORITY GROUPS. TO CHANGE THIS, THE REPORT INCLUDED A SUGGESTED SOCIAL STUDIES OUTLINE FOR SOUTHWESTERN SCHOOLS, RESOURCE BIBLIOGRAPHIES, AUDIOVISUAL SOURCES, AND PERIODICALS TO TEACH MEXICAN AMERICAN HISTORY AND CULTURE. (KM)

ACCESSION NUMBER: ED080247

PUBLICATION DATE: 71

TITLE: ALASKA MANPOWER TRAINING PROGRAMS.

DESCRIPTOR: AMERICAN INDIANS; ANCILLARY SERVICES; *EMPLOYMENT PROGRAMS; FEDERAL AID; *HUMAN RESOURCES; *MANPOWER DEVELOPMENT; MANPOWER NEEDS; *RURAL AREAS; STATE FEDERAL SUPPORT; *TRAINING

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 36P.

THE ALASKA STATE MANPOWER PLANNING COUNCIL PROVIDES BRIEF SUMMARIES OF HUMAN RESOURCE DEVELOPMENT PROGRAMS, DESCRIBING ELIGIBILITY REQUIREMENTS, ALASKA CONTACT SOURCES, AUTHORIZING LEGISLATION, AND ADMINISTERING AGENCIES. THE INFORMATION IS PRIMARILY DIRECTED TO OFFICIALS AND INDIVIDUALS INVOLVED IN HUMAN DEVELOPMENT. MOST OF THE PROGRAMS RECEIVE BOTH FEDERAL AND STATE FINANCING, WITH THE FEDERAL SECTOR THE LARGER CONTRIBUTOR. THE ALASKA AGENCIES RESPONSIBLE FOR IMPLEMENTING THE RESPECTIVE PROGRAMS (E.G., JOB CORPS, MODEL CITIES, NEIGHBORHOOD YOUTH CORPS, AND RURAL ALASKA COMMUNITY ACTION PROGRAM) ARE LISTED. (FF)

ACCESSION NUMBER: ED080248

PUBLICATION DATE: 72

TITLE: NUTRITION, GROWTH AND DEVELOPMENT OF NORTH AMERICAN INDIAN CHILDREN. MONOGRAPH.

PERSONAL AUTHOR: MOORE, WILLIAM M., ED.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; BEHAVIOR; *CHILD DEVELOPMENT; CULTURE; DIETETICS; ESKIMOS; *GROWTH PATTERNS; *HEALTH; HISTORY; NONRESERVATION AMERICAN INDIANS; *NUTRITION; RESERVATIONS (INDIAN); SOCIAL INFLUENCES; SOCIAL STRATIFICATION

DESCRIPTIVE NOTE: 247P.

RECOGNIZING THE SPECIAL HEALTH NEEDS OF DISADVANTAGED MINORITY GROUPS, IN MAY 1969 THE NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT COSPONSORED A CONFERENCE ON THESE NEEDS FOR NORTH AMERICAN INDIAN CHILDREN. THE MONOGRAPH, BASED ON THIS CONFERENCE, SUMMARIZES PREVIOUS KNOWLEDGE, PROVIDES NEW INFORMATION, AND EMPHASIZES THE ROLE OF NUTRITION DURING GROWTH AND DEVELOPMENT. ARTICLES ARE IN 6 PARTS: (1) PERSPECTIVES IN NORTH AMERICAN INDIAN CHILD HEALTH AND DEVELOPMENT; (2) DIETS, GROWTH AND NUTRITIONAL STATUS OF NORTH AMERICAN INDIANS; (3) DEVELOPMENTAL CONSEQUENCES OF MALNUTRITION; (4) FIELD STUDIES OF MALNUTRITION AND CHILD DEVELOPMENT; (5) CULTURAL STABILITY AND SOCIAL CHANGE IN NORTH AMERICAN INDIANS; AND (6) NUTRITION RESEARCH AND COMMUNITY SERVICE AMONG NATIVE AMERICAN POPULATIONS. SUBJECT AND AUTHOR INDEXES CLOSE THE DOCUMENT. (KM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.25, PAPER COVER)

ACCESSION NUMBER: ED080249

PUBLICATION DATE: 69

TITLE: A SET OF PICTURE CARDS FOR USE IN TEACHING ENGLISH VERBS TO ESKIMO AND INDIAN CHILDREN IN ALASKA BUREAU OF INDIAN AFFAIRS' SCHOOLS.

PERSONAL AUTHOR: BENTON, S. WILLIAM, COMP.; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; COMMUNICATION (THOUGHT TRANSFER); ENGLISH (SECOND LANGUAGE); ENGLISH EDUCATION; *ESKIMOS; *LANGUAGE; *LANGUAGE DEVELOPMENT; *SECOND LANGUAGE LEARNING; *TEACHING TECHNIQUES; VERBS; *VISUAL LEARNING

IDENTIFIER: ALASKA; BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 67P.

PRESENTED IS A SET OF 23 PICTURE CARDS TO TEACH ENGLISH VERBS TO ESKIMO AND AMERICAN INDIAN CHILDREN IN ALASKS'S BUREAU OF INDIAN AFFAIRS' SCHOOLS. THE CARDS ATTEMPT TO HELP THE TEACHER AID STUDENTS IN ACHIEVING ORAL MASTERY OF THE ENGLISH VERB SYSTEM. THE CARDS ARE FOR A LEARNING SITUATION WHERE THE TEACHER HAS DECIDED TO ATTACK A SPECIFIC PROBLEM (VERBS), AND HAS ALSO DECIDED TO GIVE THE NEW METHODS OF LANGUAGE TEACHING A SINCERE TRY. THE CARDS USE ENGLISH AS IT IS. CONTRACTIONS ARE VERY ACCEPTABLE. THE MODEL MUST BE PRESENTED IN ORAL FORM AND IN A COMPLETELY NATURAL TONE OF VOICE. ILLUSTRATIONS ARE FAMILIAR SITUATIONS IN WHICH THE STUDENT WILL FIND OPPORTUNITY TO APPLY HIS LANGUAGE SKILLS WHEN HE LEAVES THE CLASSROOM. (FF)

ACCESSION NUMBER: ED080251

PUBLICATION DATE: MAR 73

TITLE: AN ANNOTATED BIBLIOGRAPHY OF DISSERTATIONS ON AMERICAN INDIAN, MEXICAN AMERICAN, MIGRANT AND RURAL EDUCATION.

PERSONAL AUTHOR: CONLEY, HOWARD K.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *DOCTORAL THESES; EDUCATION; HISTORY; *MEXICAN AMERICANS; *MIGRANT EDUCATION; MINORITY GROUPS; NEGROES; *RURAL EDUCATION; SMALL SCHOOLS

DESCRIPTIVE NOTE: 50P.

AN ANNOTATED BIBLIOGRAPHY COVERING AMERICAN INDIAN, MEXICAN AMERICAN, MIGRANT, AND RURAL EDUCATION, THIS DOCUMENT INCLUDES DOCTORAL DISSERTATIONS WRITTEN BETWEEN 1964-72. THERE ARE 62 ENTRIES FOR AMERICAN INDIANS, 26 FOR MEXICAN AMERICANS, 7 FOR MIGRANTS, AND 8 FOR RURAL AND SMALL SCHOOLS. A SUBJECT INDEX ENDS THE DOCUMENT. (KM)

ACCESSION NUMBER: ED080256

PUBLICATION DATE: 72

TITLE: INDIAN AND NORTHERN AFFAIRS. ANNUAL REPORT, 1971-1972.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; COMMUNITY DEVELOPMENT; *DEVELOPMENTAL PROGRAMS; ECONOMICS; EDUCATION; *ESKIMOS; *FINANCIAL SUPPORT

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 96P.

THE CANADIAN MINISTRY OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT ISSUED ITS 1971-72 ANNUAL REPORT ON INDIAN AND NORTHERN AFFAIRS IN THE AREAS OF EDUCATION, ECONOMICS, CONSERVATION, AND COMMUNITY DEVELOPMENT. THE REPORT COVERS THE MINISTRY'S ORGANIZATION, REGIONAL OFFICES, THE CONSERVATION PROGRAM, THE INDIAN-ESKIMO PROGRAM, THE NORTHERN DEVELOPMENT PROGRAM, AND DEPARTMENTAL ADMINISTRATION. THE EXPENDITURES AND REVENUE FOR 1971-72 ARE GIVEN. A COMPARATIVE SUMMARY OF EXPENDITURES AND REVENUE FOR THE FISCAL YEARS ENDING 31 MARCH 1971 AND 1972 IS ALSO GIVEN. (NQ)

AVAILABILITY: INFORMATION CANADA, 171 SLATER STREET, OTTAWA, ONTARIO KIA 059 (CATALOGUE NO. R1-1972; IAND PUBLICATION NO. QS-1215-000-BB-A-1)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED080257

PUBLICATION DATE: JAN 73

TITLE: ESTIMATES OF VITAL RATES FOR THE CANADIAN INDIAN, 1960-1970. STATISTICS CANADA.

PERSONAL AUTHOR: PICHE, VICTOR; GEORGE, M. V.

DESCRIPTOR: *AMERICAN INDIANS; CENSUS FIGURES; *DEMOGRAPHY; *INFANT MORTALITY; *POPULATION TRENDS; *STATISTICAL DATA; TABLES (DATA)

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 34P.; REVISED AND UPDATED VERSION OF A PAPER ORIGINALLY PRESENTED AT THE PAA MEETINGS IN TORONTO, APRIL, 1972

VITAL RATE ESTIMATES FOR CANADIAN REGISTERED INDIANS WERE PRESENTED IN THIS PAPER. THE POPULATION UNDER AGE ONE IN A PARTICULAR YEAR BECOMES THE POPULATION ONE YEAR OLD THE FOLLOWING YEAR. WHEN THIS INFORMATION WAS EXAMINED FOR 10 YEARS, IT WAS FOUND THAT THERE WAS AN INCREASE IN SURVIVORS FROM YEAR TO YEAR, AND THAT THERE WERE INCONSISTENCIES ASCRIBED TO THE LATE REGISTRATION OF INDIAN BIRTHS. IT WAS FURTHER FOUND THAT IN 1970, THE INDIAN POPULATION WAS INCREASING AT A RATE OF APPROXIMATELY 3%. SUGGESTIONS FOR FURTHER RESEARCH INCLUDED USING DATA ON AGE PATTERNS OF FERTILITY, AGE AT MARRIAGE, ILLEGITIMACY RATES, BIRTH INTERVALS, AND FAMILY PLANNING. (PS)

ACCESSION NUMBER: ED080258

PUBLICATION DATE: 18 APR 73

TITLE: REGISTERED INDIAN MEMBERSHIP BY BAND AND RESIDENCE DISTRIBUTED BY AGENCY OR DISTRICT WITHIN REGIONS. CANADA, DECEMBER 31, 1972.

DESCRIPTOR: *CENSUS FIGURES: *NONRESERVATION AMERICAN INDIANS: POPULATION DISTRIBUTION; *RESERVATIONS (INDIAN); STATISTICAL DATA; *TABLES (DATA); *TRIBES

IDENTIFIER: *CANADIAN INDIANS

DESCRIPTIVE NOTE: 23P.; IN ENGLISH AND FRENCH

THE 1972 BOOK CONTAINS STATISTICAL INFORMATION ON THE CANADIAN INDIAN POPULATION. CENSUS REPORTS OF THE VARIOUS TRIBAL BANDS ARE LISTED ACCORDING TO AGENCY OR DISTRICT, AS OFF OR ON RESERVES. THE CENSUS REPORTS ARE PRESENTED BY CANADA'S 7 MAJOR REGIONS: QUEBEC, ONTARIO, MANITOBA, SASKATCHEWAN, ALBERTA, BRITISH COLUMBIA, AND YUKON. (FF)

ACCESSION NUMBER: ED080259

PUBLICATION DATE: 73

TITLE: THE CANADIAN INDIAN STATISTICS.

DESCRIPTOR: *AMERICAN INDIANS; *CENSUS FIGURES; COMMUNITY; DEMOGRAPHY; ECONOMIC DEVELOPMENT; EDUCATION; *ESKIMOS; LAND SETTLEMENT; NONRESERVATION AMERICAN INDIANS; POPULATION TRENDS; PROGRAMS; RESERVATIONS (INDIAN); SOCIAL SERVICES; *STATISTICAL DATA; *TABLES (DATA); TRIBES

IDENTIFIER: *CANADIAN INDIANS

DESCRIPTIVE NOTE: 55P.; IN ENGLISH AND FRENCH

THE BOOK CONTAINS 1970 STATISTICAL DATA ON CANADA'S INDIAN POPULATION AND INFORMATION ON VARIOUS PROGRAMS. RESULTS OF THE IMPLEMENTATION OF CERTAIN PROGRAMS ARE ILLUSTRATED BY STATISTICAL TABLES AND, WHERE AVAILABLE, THE EFFECTIVE DATE OF THE INFORMATION IS PROVIDED. CONTENT IS COVERED FOR: (1) INDIAN ESKIMO AFFAIRS PROGRAM EXPENDITURES; (2) REGISTERED INDIAN POPULATION; (3) COMMUNITY AFFAIRS AND MANAGEMENT; (4) COMMUNITY IMPROVEMENT; (5) SOCIAL SERVICES; (6) ECONOMIC DEVELOPMENT-DEVELOPMENT SERVICES; (7) LANDS; AND (8) EDUCATION. (FF)

AVAILABILITY: INFORMATION CANADA, 171 SLATER STREET, OTTAWA, ONTARIO KIA 0S9 (CATALOGUE NO. R32-3372; IAND PUBLICATIONS NO. QS-1203-000-BB-A1)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED080263

PUBLICATION DATE: JUN 73

TITLE: WE, THE FIRST AMERICANS.

DESCRIPTOR: *AMERICAN INDIANS; CULTURE; *DEMOGRAPHY; EDUCATION; EMPLOYMENT; HISTORY; HOUSING; *IMPROVEMENT; INCOME; NONRESERVATION AMERICAN INDIANS; POPULATION GROWTH; RESERVATIONS (INDIAN); RESIDENTIAL PATTERNS; *SOCIOECONOMIC STATUS; *STATISTICAL DATA; TRIBES; VALUES

DESCRIPTIVE NOTE: 20P.

A PICTORIAL AND STATISTICAL BOOKLET ON AMERICAN INDIANS, THIS DOCUMENT BRIEFLY DETAILS THE ORIGINS OF THE FIRST AMERICANS. IT THEN GIVES CURRENT AND COMPARATIVE DATA FOR INDIAN POPULATION GROWTH, RESIDENCE AREAS, INCOME, EMPLOYMENT, EDUCATION, AND HOUSING STANDARDS. THE 10 LARGEST TRIBES ARE LISTED, AND A "NEW ERA" FOR AMERICAN INDIANS IS EXPLAINED. (KM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.45, DOMESTIC POSTPAID, $0.35 GPO BOOKSTORE, STOCK NO. 0324-00043)

ACCESSION NUMBER: ED080267

PUBLICATION DATE: 72

TITLE: ANNUAL REPORT OF NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON INDIAN AFFAIRS, 1971-1972.

PERSONAL AUTHOR: HATHORN, JOHN R.

DESCRIPTOR: ADMINISTRATIVE ORGANIZATION; *AMERICAN INDIANS; *ANNUAL REPORTS; *DEPARTMENTS; EDUCATION; FEDERAL STATE RELATIONSHIP; HEALTH; RESERVATIONS (INDIAN); SOCIAL SERVICES; *STATE AID; *STATE PROGRAMS; TRANSPORTATION; TRIBES

IDENTIFIER: *NEW YORK STATE

DESCRIPTIVE NOTE: 31P.

THE NEW YORK STATE INTERDEPARTMENTAL COMMITTEE ON AMERICAN INDIAN AFFAIRS RENDERS, THROUGH THE SEVERAL STATE DEPARTMENTS, VARIOUS SERVICES TO INDIANS LOCATED IN THE STATE. THE COMMITTEE'S 1971-72 ANNUAL REPORT DESCRIBES THESE SERVICES FOR THE STATE'S 8 INDIAN RESERVATIONS--ALLEGANY, CATTARAUGUS, ONONDAGA, POOSPATUCK, ST. REGIS, SHINNECOCK, TONAWANDA, AND TUSCARORA. THE SERVICES RENDERED ARE COVERED UNDER THESE STATE DEPARTMENTS: (1) COMMERCE; (2) EDUCATION; (3) HEALTH; (4) SOCIAL SERVICES; AND (5) TRANSPORTATION. ALSO INCLUDED IN THIS REPORT ARE (1) COMMITTEE MEMBERS; (2) PURPOSE OF COMMITTEE; (3) CHAIRMAN'S REPORT; AND (4) INDIAN RESERVATION LEADERS AND OFFICIALS. RELATED DOCUMENT IS ED 066280. (FF)

ACCESSION NUMBER: ED080269

PUBLICATION DATE: 72

TITLE: URBAN INDIAN PROJECT.

PERSONAL AUTHOR: GREYMOUNTAIN, GUS; AND OTHERS

DESCRIPTOR: ACCULTURATION; ALCOHOLISM; AMERICAN INDIANS; *CITY PROBLEMS; EDUCATION; HEALTH; HOUSING; *NEEDS; *NONRESERVATION AMERICAN INDIANS; *URBAN IMMIGRATION; *URBAN STUDIES

IDENTIFIER: ARIZONA; *PHOENIX INDIAN CENTER

DESCRIPTIVE NOTE: 23P.

THE SECOND OF A 2 PHASE STUDY, THIS PROJECT PROVIDED INFORMATION FOR THE NON-INDIAN POPULATION ABOUT PROBLEMS AND NEEDS OF URBAN AMERICAN INDIANS. PHASE I (1971) DISCUSSED URBAN INDIAN EXPERIENCES AND TRENDS; COMPARED DIFFERENCES AND HIGHLIGHTED ISSUES OF INDIAN URBANIZATION. PHASE II FOCUSED ENTIRELY ON THE URBAN INDIAN COMMUNITY. THE THRUST WAS AIMED AT DETERMINING THE MAJOR TOPICS AND THEMES OF IMPORTANCE IN URBAN INDIAN LIFE. DATA WAS GATHERED PRIMARILY BY INTERVIEWING. OVER THE 3 MONTHS OF PHASE II, 40 PEOPLE WERE INTERVIEWED, INCLUDING NUMEROUS ORGANIZATIONS, AGENCIES, AND DEPARTMENTS WITHIN THE CITY AND STATE GOVERNMENT. FINDINGS INDICATED THAT THE STATE EMPLOYMENT OFFICE DOES NOT HAVE ANYONE TO WORK DIRECTLY WITH INDIANS. STATISTICS ON INDIANS LIVING IN METROPOLITAN PHOENIX WERE FEW. SOME 7,000 INDIANS WERE ARRESTED ANNUALLY FOR CHARGES SUCH AS DRUNK AND DISORDERLY, DRIVING WHILE INTOXICATED, AND DRINKING UNDER AGE. OTHER FINDINGS COVERED EDUCATION, HEALTH, HOUSING, AND WELFARE. SIX MAJOR RECOMMENDATIONS WERE MADE, SUCH AS DEVELOPING FURTHER SOCIAL SERVICE PROGRAMS IN RELATIONSHIP WITH THE EXISTING INDIAN CENTER. (FF)

ACCESSION NUMBER: ED080271

PUBLICATION DATE: MAY 73

TITLE: BIBLIOGRAPHY ON THE NATIVE AMERICAN EXPERIENCE.

PERSONAL AUTHOR: TAHUSHASHA, WENONAH TAUSAUGA, COMP.

DESCRIPTOR: ACTIVISM; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; AUTOBIOGRAPHIES; *BIBLIOGRAPHIES; BIOGRAPHIES; BOOKS; CHILDRENS BOOKS; *CULTURAL BACKGROUND; DRAMA; FILMS; *HISTORY; *LITERATURE; POETRY; POLITICAL ATTITUDES; PUBLICATIONS; TRIBES

DESCRIPTIVE NOTE: 28P.

DEVELOPED FOR THE EDUCATION SERVICES DEPARTMENT OF THE ILLINOIS COMMISSION ON HUMAN RELATIONS, THIS BIBLIOGRAPHY CONTAINS APPROXIMATELY 120 ENTRIES WRITTEN BETWEEN 1942-72 BY NATIVE AMERICAN AUTHORS. THE AREAS OF THE "NATIVE AMERICAN EXPERIENCE" COVERED IN THIS BIBLIOGRAPHY ARE: A BACKGROUND OF NATIVE AMERICAN LITERATURE AND AUTHORS; READING MATERIALS FOR ELEMENTARY SCHOOL CHILDREN, TEACHERS, AND PARENTS; GENERAL HISTORY; SPECIFIC NATIVE AMERICAN NATIONS; BIOGRAPHIES AND AUTOBIOGRAPHIES; CONTEMPORARY NATIVE AMERICAN AND RED POWER MOVEMENTS; DRAMA, FICTION, PHOTOGRAPHY, AND POETRY; NATIVE AMERICAN CULTURE; NATIVE AMERICAN PERIODICALS AND PUBLICATIONS; FILMS AND RESOURCE COMPANIES; AND OTHER PUBLISHED BIBLIOGRAPHIES. (KM)

AVAILABILITY: EDUCATION SERVICES DEPARTMENT, ILLINOIS COMMISSION ON HUMAN RELATIONS, 106 N. LA SALLE STREET, ROOM 1735, CHICAGO, ILLINOIS 60601 (NO PRICE GIVEN)

ACCESSION NUMBER: ED080276

PUBLICATION DATE: FEB 72

TITLE: EDUCATION FOR AMERICAN INDIANS. SET .

PERSONAL AUTHOR: DUMBLETON, DUANE D.; RICE, MARION J.

DESCRIPTOR: *AMERICAN INDIANS; AUTOINSTRUCTIONAL AIDS; *CURRICULUM GUIDES; *INSTRUCTIONAL AIDS; *PROGRAM GUIDES; SECONDARY GRADES; *SOCIAL STUDIES UNITS

DESCRIPTIVE NOTE: 266P.; FOR RELATED DOCUMENTS, SEE ED 08277

THE "EDUCATION FOR AMERICAN INDIANS" SERIES CONSISTS OF: (1) AN EXPOSITORY ESSAY; (2) A BOOK OF READINGS; (3) A STUDENT WORKBOOK; (4) TEACHER'S EDITION OF STUDENT WORKBOOK; AND (5) SUMMARY REPORT. THIS PUBLICATION IS A UNIT FOR SECONDARY LEVEL STUDENTS ON THE EFFECTS OF GUIDED INQUIRY AND EXPOSITORY MATERIALS ON COGNITIVE LEARNING, RETENTION, AND TRANSFER IN A SOCIAL STUDIES UNIT. IT ALSO DEMONSTRATES HOW SECONDARY SOCIAL STUDIES MAY BE SELECTED AND WRITTEN TO TEACH NEW KNOWLEDGE AND IDEAS, AND USED TO TRY DIFFERENT WAYS OF TEACHING AND LEARNING. (FF)

AVAILABILITY: ANTHROPOLOGY CURRICULUM PROJECT, UNIVERSITY OF GEORGIA, 107 DUDLEY HALL, ATHENS, GEORGIA 30601 ($5.00)

NOT AVAILABLE FROM EDRS

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ACCESSION NUMBER: ED080277

PUBLICATION DATE: 73

TITLE: EDUCATION FOR AMERICAN INDIANS. AN EXPOSITORY ESSAY.

PERSONAL AUTHOR: DUMBLETON, DUANE D.; RICE, MARION J.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; CULTURAL EDUCATION; CURRICULUM; EDUCATIONAL PHILOSOPHY; *ESSAYS; FEDERAL PROGRAMS; GOVERNMENT ROLE; *HISTORY; *INDIVIDUALIZED INSTRUCTION; PARENT SCHOOL RELATIONSHIP; RESERVATIONS (INDIAN); SECONDARY SCHOOL STUDENTS; *SOCIAL STUDIES; TREATIES

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 55P.; FIRST IN A SET OF FOUR CURRICULUM MATERIALS

THE EXPOSITORY ESSAY IS A SURVEY OF THE HISTORY, PROBLEMS, AND PROSPECTS OF AMERICAN INDIAN EDUCATION IN THE UNITED STATES. THE DOCUMENT IS CONCERNED WITH A MAJOR TOPIC OF INTEREST TO THE UNIVERSITY OF GEORGIA'S ANTHROPOLOGY CURRICULUM PROJECT--THE ROLE OF EDUCATION IN THE PROCESS OF ACCULTURATION BOTH IN U.S. POLICY AND IN ATTITUDES OF INDIANS THEMSELVES. THIS INFORMATION IS ALSO PRESENTED AS "A BOOK OF READINGS (RC007212). THE ACCOMPANYING WORKBOOK (RC007213) ASKS THE SAME QUESTIONS AND EMPHASIZED THE SAME ISSUES. CONTENT COVERS: (1) HISTORICAL BACKGROUND; (2) CONTEMPORARY PERIOD: 1953-73; (3) CULTURAL CONTEXT OF INDIAN EDUCATION; (4) INDIAN SCHOOLS, PARENTS, AND TEACHERS; (5) INDIAN STUDENTS; (6) CURRICULUM; (7) RECOMMENDATIONS FOR IMPROVEMENT; AND (8) APPENDIX-GLOSSARY. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 080276

ACCESSION NUMBER: EDC80278

PUBLICATION DATE: FEB 73

TITLE: EDUCATION FOR AMERICAN INDIANS: A BOOK OF READINGS.

PERSONAL AUTHOR: DUMBLETON, DUANE D.; RICE, MARION J.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *CONTENT READING; CULTURAL EDUCATION; *CURRICULUM; FEDERAL PROGRAMS; GOVERNMENT ROLE; HISTORY; INDIVIDUALIZED CURRICULUM; *INDIVIDUALIZED INSTRUCTION; INSTRUCTIONAL MATERIALS; PARENT SCHOOL RELATIONSHIP; RESERVATIONS (INDIAN); *SOCIAL STUDIES; TREATIES

DESCRIPTIVE NOTE: 112P.: SECOND OF A SET OF FOUR CURRICULUM MATERIALS

THE BOOK OF READINGS IS A SURVEY OF THE HISTORY, PROBLEMS, AND PROSPECTS OF AMERICAN INDIAN EDUCATION IN THE UNITED STATES. CONCERNED WITH THE ROLE OF INDIAN EDUCATION IN THE PROCESS OF ACCULTURATION, THIS DOCUMENT PRESENTS, AS A BOOK OF READINGS, THE SAME INFORMATION CONTAINED IN THE PRECEDING EXPOSITORY ESSAY (RC007211). THE WORKBOOK (RC007213) ALSO PERTAINS TO THIS DOCUMENT. CONTENT IS DIVIDED INTO: (1) HISTORICAL BACKGROUND; (2) CONTEMPORARY PERIOD: 1953-73; (3) CULTURAL CONTEXT OF INDIAN EDUCATION; (4) INDIAN SCHOOLS, PARENTS, AND TEACHERS; (5) INDIAN STUDENTS; (6) CURRICULUM; (7) RECOMMENDATIONS FOR IMPROVEMENT; AND (8) APPENDIX-GLOSSARY. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 080276

ACCESSION NUMBER: ED080279

PUBLICATION DATE: FEB 73

TITLE: STUDENT WORKBOOK FOR USE WITH EDUCATION FOR AMERICAN INDIANS.

PERSONAL AUTHOR: DUMBLETON, DUANE D.; RICE, MARION J.

DESCRIPTOR: *AMERICAN INDIANS; *AUTOINSTRUCTIONAL AIDS; COURSE CONTENT; CURRICULUM GUIDES; INDEPENDENT STUDY; *INQUIRY TRAINING; INSTRUCTIONAL MATERIALS; SECONDARY SCHOOL STUDENTS; *SOCIAL STUDIES; *WORKBOOKS; WORKSHEETS

DESCRIPTIVE NOTE: 70P.; THIRD IN A SET OF FOUR CURRICULUM MATERIALS

THE STUDENT WORKBOOK IS A SELF-INSTRUCTIONAL UNIT ON AMERICAN INDIAN EDUCATION. THE SELF-INSTRUCTIONAL MATERIAL CONSISTS OF A BOOK OF READINGS (RC007212) OR A NARRATIVE ESSAY (RC007211) AND THIS WORKBOOK WHICH QUESTIONS SECONDARY SOCIAL STUDIES STUDENTS ON THE ESSAY AND READINGS. THE DOCUMENT IS DIVIDED INTO: COURSE OBJECTIVES; ACTIVITY LOG SHEET; MAJOR UNIT QUESTIONS; KEY WORDS AND TERMS; AND QUESTIONS FOR THE INTRODUCTION. THE NEXT CHAPTERS, WHICH ARE DIVIDED INTO KEY WORDS, REVIEW TERMS, QUESTIONS, THOUGHT QUESTIONS, AND MAJOR UNIT QUESTIONS, FOLLOW 7 CHAPTERS IN THE ESSAY AND READINGS. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 080276

ACCESSION NUMBER: ED080280

PUBLICATION DATE: FEB 73

TITLE: TEACHER'S EDITION OF STUDENT WORKBOOK FOR USE WITH EDUCATION FOR AMERICAN INDIANS.

PERSONAL AUTHOR: DUMBLETON, DUANE D.; RICE, MARION J.

DESCRIPTOR: *AMERICAN INDIANS; *ANSWER KEYS; CURRICULUM; EVALUATION; *INDIVIDUALIZED INSTRUCTION; INSTRUCTIONAL MATERIALS; *SOCIAL STUDIES; *TEACHING GUIDES; WORKBOOKS

DESCRIPTIVE NOTE: 22P.; FOURTH IN A SET OF FOUR CURRICULUM MATERIALS

THE DOCUMENT CONTAINS THE ANSWERS FOR QUESTIONS IN THE STUDENT WORKBOOK (RC007213) ON AMERICAN INDIAN EDUCATION. THE ANSWERS COVER A GENERALIZED, RATHER THAN EXACT, AREA AND DO NOT COVER WORDS AND TERMS, WHICH ARE FOUND IN THE GLOSSARY. THE SECONDARY SOCIAL STUDY STUDENT SHOULD BE GIVEN THIS BOOK AT DESIGNATED TIMES, SUCH AS AT THE END OF EACH CHAPTER, TO CHECK WITH HIS OR HER OWN ANSWERS. A TENTATIVE TIME SCHEDULE IS GIVEN FOR DAY 1: ACTIVITY 1-4 TO DAY 15: ACTIVITY 47. FIVE MAJOR UNIT QUESTIONS AND POSSIBLE RESPONSES ARE GIVEN AFTER ANSWERS FOR THE 7 CHAPTERS IN THE READINGS (RC007212) AND ESSAY (RC007211). (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 080276

ACCESSION NUMBER: ED080281

PUBLICATION DATE: 15 AUG 73

TITLE: EDUCATION FOR THE AMERICAN INDIANS. SUMMARY REPORT.

PERSONAL AUTHOR: DUMBLETON, DUANE D.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *CULTURAL EDUCATION; CURRICULUM; EDUCATION; INDEPENDENT STUDY; *INDIVIDUALIZED INSTRUCTION; *SECONDARY SCHOOL STUDENTS; *SOCIAL STUDIES

IDENTIFIER: GEORGIA

DESCRIPTIVE NOTE: 7P.; FOR RELATED DOCUMENTS, SEE RC007210-214

THE SUMMARY REPORT COMPARED THE EFFECTIVENESS OF SELF-INSTRUCTIONAL GUIDED INQUIRY MATERIALS WITH SELF-INSTRUCTIONAL EXPOSITORY MATERIALS ON STUDENT'S PERFORMANCE AS MEASURED BY TESTS OF COGNITIVE LEARNING, RETENTION, IMMEDIATE AND DELAYED TRANSFER. THE STUDY WAS CONDUCTED IN 4 HIGH SCHOOLS IN GEORGIA. TREATMENT PREPARATION FOR THE EXPERIMENT CONSISTED OF THE DEVELOPMENT OF 2 VERSIONS OF A UNIT ENTITLED "EDUCATION FOR AMERICAN INDIANS"--A BOOK OF READINGS AND AN EXPOSITORY ESSAY. THE UPPER SECONDARY STUDENTS WHO SERVED AS SUBJECTS WERE RANDOMLY ASSIGNED TO 1 OF THE TREATMENT MATERIALS WITHIN EACH CLASS IN EACH SCHOOL. ALL WERE GIVEN THE WORD MEANING SECTION OF THE IOWA SILENT READING TEST TO DETERMINE RELATIVE READING ABILITY LEVEL. THE STUDY LASTED FROM 10-17 DAYS IN EACH SCHOOL. THERE WERE ORIGINALLY 169 STUDENTS IN THE STUDY BUT 61 DROPPED. THE TYPE OF STATISTICAL ANALYSIS USED WAS A COMPLETELY RANDOMIZED MULTIVARIATE ANALYSIS OF VARIANCE. ALL MATERIALS AND TESTS WERE PILOT TESTED AT GREENE COUNTY HIGH SCHOOL IN GREENSBORO, GEORGIA. THE MAIN FINDING DID NOT INDICATE A STATISTICALLY SIGNIFICANT SUPERIORITY FOR EITHER TREATMENT ACROSS ABILITY GROUPS. UPPER ABILITY STUDENTS PERFORMED BETTER USING SELF-INSTRUCTIONAL EXPOSITORY MATERIALS THAN ANY OTHER COMBINATION OF TREATMENT AND ABILITY GROUPS. FUTURE RESEARCH SUGGESTIONS INCLUDED USING A LARGER, MORE REPRESENTATIVE SAMPLE. (FF)

ACCESSION NUMBER: ED080283

PUBLICATION DATE: JAN 73

TITLE: LEARNING ACHIEVEMENT PACKAGES IN SOCIAL STUDIES - HISTORY: AMERICA A UNIQUE COUNTRY; THE CONSTITUTION; WESTWARD EXPANSION OF THE UNITED STATES; THE AMERICAN INDIAN. CALEXICO INTERCULTURAL DESIGN.

PERSONAL AUTHOR: SIGLIANO, ED; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CONSTITUTIONAL HISTORY; CURRICULUM GUIDES; *LANGUAGE HANDICAPPED; RESOURCE UNITS; *SOCIAL STUDIES UNITS; TEACHING GUIDES; *UNITED STATES HISTORY; *UNIT PLAN

DESCRIPTIVE NOTE: 206P.

IN THIS PUBLICATION ARE 4 SOCIAL STUDIES CURRICULUM UNITS AIMED TOWARDS MEETING THE LEARNING PROBLEMS OF STUDENTS WITH SPECIAL LANGUAGE HANDICAPS IN GRADES 7 THROUGH 11. TOPICS ARE: (1) AMERICA--A UNIQUE COUNTRY; (2) THE CONSTITUTION; (3) WESTWARD EXPANSION OF THE UNITED STATES; AND (4) THE AMERICAN INDIAN. THE CONSTITUTION AND AMERICAN INDIAN UNITS ARE GIVEN IN BOTH ENGLISH AND SPANISH. EACH UNIT INCLUDES AN INTRODUCTION, TEACHER INFORMATION, STUDENT ACTIVITIES, EXERCISES, WORKSHEETS, AND TESTS. THE CONCEPTS AND MATERIALS CAN BE ADAPTED INNOVATIVELY TO MEET THE PARTICULAR NEEDS OF MANY COMMUNITIES AND REGIONS. THE CALEXICO INTERCULTURAL DESIGN DEVELOPED THESE UNITS, WHICH WERE CLASSROOM TESTED DURING 1970-72 IN THE CALEXICO UNIFIED SCHOOL DISTRICT. NUMEROUS EDUCATORS AND THEIR ASSISTANTS, SPECIAL CONSULTANTS, AND ADMINISTRATORS CONTRIBUTED TO THEIR DEVELOPMENT. A SHORT LIST OF SUPPLEMENTARY MATERIALS IS ALSO GIVEN. (NQ)

ACCESSION NUMBER: ED080284

PUBLICATION DATE: 73

TITLE: GUIDE TO TITLE VII ESEA BILINGUAL BICULTURAL PROJECTS IN THE UNITED STATES.

DESCRIPTOR: *ABSTRACTS; AMERICAN INDIANS; *BICULTURALISM; *BILINGUAL EDUCATION; FRENCH; *LANGUAGES; *PROGRAM DESCRIPTIONS; SPANISH SPEAKING

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 112P.

DESCRIPTIVE ABSTRACTS OF ALL ELEMENTARY AND SECONDARY ACT TITLE VII PROJECTS FUNDED THROUGH FISCAL YEAR 1972-73 ARE PRESENTED IN THIS GUIDE. THE ABSTRACTS CONTAIN THE PROJECT NAME, FISCAL AGENT, DIRECTOR, LOCATION, LANGUAGES OTHER THAN ENGLISH, GRADE LEVELS, NUMBER OF CLASSES, STUDENT ENROLLMENT, STAFF, PARTICIPATING SCHOOLS OR DISTRICTS, FUNDING YEAR, PROJECT EMPHASES, AND A SUMMARY OF INDIVIDUAL PROJECT DESIGNS. ABSTRACTS ARE ARRANGED ALPHABETICALLY BY STATE, CITY, AND PROJECT. INFORMATION IS BASED ON QUESTIONNAIRES MAILED TO EACH PROJECT IN NOVEMBER, 1972 AND ON INITIAL AND CONTINUATION GRANT APPLICATIONS SUBMITTED TO THE U.S. OFFICE OF EDUCATION DURING APRIL, 1972. (PS)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($1.75)

ACCESSION NUMBER: ED080508

TITLE: IMPACTE: INDIAN-METIS PROJECT FOR CAREERS THROUGH TEACHER EDUCATION.

DESCRIPTOR: *AMERICAN INDIANS; *ETHNIC GROUPS; MINORITY GROUPS; MINORITY GROUP TEACHERS; *PRESERVICE EDUCATION; *TEACHER CERTIFICATION; *TEACHER EDUCATION CURRICULUM

DESCRIPTIVE NOTE: 9P.

THE PRIMARY GOAL OF THE INDIAN-METIS PROJECT FOR CAREERS THROUGH TEACHER EDUCATION (IMPACTE) IS TO INCREASE THE NUMBER OF CERTIFIED TEACHERS OF NATIVE ORIGIN IN MANITOBA. THE DESIRE TO OBTAIN A TEACHING CERTIFICATE AND A MATURE STUDENT'S UNIVERSITY ADMISSION ARE THE ONLY REQUIREMENTS; HIGH SCHOOL GRADUATION IS NOT REQUIRED. IMPACTE STUDENTS ARE REQUIRED TO COMPLETE THE SAME NUMBER OF CREDIT HOURS WITH THE SAME GRADE PROINT AVERAGE AS OTHER CANDIDATES; HOWEVER, A MUCH GREATER EMPHASIS IS PLACED ON CLASSROOM EXPERIENCE. IT IS THE HOPE OF THIS PROJECT THAT NATIVE TEACHERS WILL GIVE YOUNG NATIVE INDIANS IN MANITOBA A POSITIVE IMAGE OF THEMSELVES AS A MINORITY GROUP. (JB)

ACCESSION NUMBER: ED081019

PUBLICATION DATE: 73

TITLE: LITERATURE BY AND ABOUT THE AMERICAN INDIAN; AN ANNOTATED BIBLIOGRAPHY FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS.

PERSONAL AUTHOR: STENSLAND, ANNA LEE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BOOKS; ENGLISH INSTRUCTION; *ETHNIC GROUPS; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; *LITERATURE

DESCRIPTIVE NOTE: 208P.

THIS ANNOTATED BIBLIOGRAPHY IS INTENDED FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. THE CONTENTS INCLUDES FIVE SECTIONS. "BOOKS BY AND ABOUT THE AMERICAN INDIAN" DISCUSSES INDIAN STEREOTYPES IN LITERATURE AND THE CRITERIA USED FOR SELECTION OF BOOKS. THE "BIBLIOGRAPHY" CONTAINS MYTH, LEGEND, ORATORY, AND POETRY; FICTION; DRAMA; BIOGRAPHY AND AUTOBIOGRAPHY; HISTORY; ANTHROPOLOGY AND ARCHAEOLOGY; MODERN LIFE AND PROBLEMS; MUSIC, ARTS, AND CRAFTS; AND AIDS FOR THE TEACHER. "STUDY GUIDES TO SELECTED BOOKS" LOOKS AT "INDIAN BOYHOOD," "THE LIGHT IN THE FOREST," "WHEN THE LEGENDS DIE," "INDIANS: A PLAY," "LAUGHING BOY," "FIG TREE JOHN," "THE MAN WHO KILLED THE DEER," "HOUSE MADE OF DAWN," AND "BLACK ELK SPEAKS." THE LAST TWO SECTIONS ARE "BIOGRAPHIES OF AMERICAN INDIAN AUTHORS" AND "BASIC BOOKS FOR A COLLECTION." SOURCES OF ADDITIONAL MATERIALS, A DIRECTORY OF PUBLISHERS, AN AUTHOR INDEX, AND A TITLE INDEX ARE ALSO INCLUDED. (WR)

AVAILABILITY: NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 1111 KENYON ROAD, URBANA, ILL. 61801 (STOCK NO. 42037, $3.95 NON-MEMBER, $3.65 MEMBER)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED081244

PUBLICATION DATE: 72

TITLE: AUDIOVISUAL RECORDS RELATING TO INDIANS IN THE NATIONAL ARCHIVES. PRELIMINARY DRAFT.

PERSONAL AUTHOR: THOMAS, JOE DOAN

DESCRIPTOR: *AMERICAN INDIANS; ARCHIVES; FILM LIBRARIES; *FILMS; GOVERNMENT PUBLICATIONS; *GUIDES; *PHONOTAPE RECORDINGS; *PHOTOGRAPHS

DESCRIPTIVE NOTE: 19P.; PREPARED FOR THE NATIONAL ARCHIVES CONFERENCE ON RESEARCH IN THE HISTORY OF INDIAN-WHITE RELATIONS (1972)

APPROXIMATELY 11,000 STILL PICTURES, 300 SOUND RECORDINGS, AND 125 REELS OF MOTION PICTURE FILM RELATING TO INDIANS IN THE UNITED STATES ARE AMONG THE HOLDINGS OF THE AUDIOVISUAL ARCHIVES DIVISION OF THE NATIONAL ARCHIVES. THE MATERIALS INCLUDE ESKIMOS IN ALASKA, BUT NOT ESKIMOS IN GREENLAND AND CANADA OR INDIANS IN CANADA. THE DESCRIPTIONS ARE GROUPED BY TYPE OR RECORD--STILL PICTURES, SOUND RECORDINGS, AND MOTION PICTURES. THE ENTRY TITLE FOR EACH ARCHIVAL SERIES RELATING ENTIRELY OR IN PART TO INDIANS IS GIVEN, FOLLOWED BY A DESCRIPTION OF THE INDIAN-RELATED MATERIALS LOCATED. (AUTHOR/SH)

ACCESSION NUMBER: ED081521

PUBLICATION DATE: NOV 72

TITLE: SOCIO-ECONOMIC PROFILE OF AMERICAN INDIANS IN ARIZONA AND NEW MEXICO. STAFF REPORT #1.

PERSONAL AUTHOR: GERLACH, ERNEST

DESCRIPTOR: *AMERICAN INDIANS; CENSUS FIGURES; *DEMOGRAPHY; EDUCATION; EMPLOYMENT; HEALTH; HOUSING; INCOME; *NONRESERVATION AMERICAN INDIANS; *RESERVATIONS (INDIAN); *SOCIOECONOMIC STATUS; STATISTICAL DATA; TABLES (DATA); TRIBES

IDENTIFIER: ARIZONA; NEW MEXICO

DESCRIPTIVE NOTE: 110P.

GIVING THE SOCIOECONOMIC PROFILE OF AMERICAN INDIANS IN ARIZONA AND NEW MEXICO, THE DOCUMENT PRESENTED DATA ON THE UNITED STATES INDIAN POPULATION; INDIAN POPULATION IN THESE 2 STATES; EDUCATION; EMPLOYMENT; INCOME; HOUSING; AND HEALTH. DATA WERE COLLECTED AROUND 1970. SOME OF THE INFORMATION WAS: (1) THE 1970 CENSUS REPORTED THAT 827,982 INDIANS WERE LIVING IN THE U. S., CONSTITUTING LESS THAN 1 0/0 OF THE TOTAL POPULATION; (2) 44,500 INDIANS ATTEND PUBLIC SCHOOLS IN NEW MEXICO AND ARIZONA; (3) THE MAJORITY OF INDIANS RESIDING ON RESERVATIONS IN NEW MEXICO AND ARIZONA ARE EITHER UNEMPLOYED OR UNDEREMPLOYED; AND (4) BIRTH RATES FOR INDIANS ARE 2.2 TIMES HIGHER THAN FOR THE GENERAL U.S. POPULATION. (FF)

ACCESSION NUMBER: ED081522

PUBLICATION DATE: NOV 72

TITLE: FEDERAL POLICIES AND PROGRAMS FOR AMERICAN INDIANS. STAFF REPORT #2.

PERSONAL AUTHOR: MUSKRAT, JOSEPH; AND OTHERS

DESCRIPTOR: ADMINISTRATIVE AGENCIES; AMERICAN HISTORY; *AMERICAN INDIANS; EDUCATION; EMPLOYMENT PROGRAMS; *FEDERAL PROGRAMS; *NONRESERVATION AMERICAN INDIANS; *RESERVATIONS (INDIAN); TABLES (DATA); *TREATIES; TRIBES

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 83P.

THE DOCUMENT PRESENTS FEDERAL GOVERNMENT POLICIES AND PROGRAMS FOR AMERICAN INDIANS, AND THE HISTORY OF THE FEDERAL GOVERNMENT-INDIAN RELATIONSHIP. TOPICS DISCUSSED ARE: (1) LAND MANAGEMENT AND INDUSTRIAL DEVELOPMENT; (2) EMPLOYMENT PROGRAMS; (3) EDUCATION; (4) WELFARE PROGRAMS; (5) OTHER FEDERAL PROGRAMS (HOUSING, TRANSPORTATION, AND PUBLIC SAFETY); AND (6) THE BUREAU OF INDIAN AFFAIRS. TABLES RELATING TO THE TOPICS DISCUSSED ARE AT THE END OF THE DOCUMENT. (FF)

ACCESSION NUMBER: ED081523

PUBLICATION DATE: NOV 72

TITLE: THE EMPLOYMENT OF AMERICAN INDIANS IN NEW MEXICO AND ARIZONA. STAFF REPORT #3.

PERSONAL AUTHOR: GERLACH, ERNEST

DESCRIPTOR: *AMERICAN INDIANS; COMPARATIVE ANALYSIS; EMPLOYERS; *EMPLOYMENT PATTERNS; *LABOR FORCE; *OCCUPATIONAL SURVEYS; *RESERVATIONS (INDIAN); TABLES (DATA); UNEMPLOYMENT

IDENTIFIER: ARIZONA; NEW MEXICO

DESCRIPTIVE NOTE: 94P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

THE DOCUMENT DESCRIBES THE EMPLOYMENT PATTERNS OF RESERVATION AND NONRESERVATION AMERICAN INDIANS IN NEW MEXICO AND ARIZONA. TOPICS COVER (1) RESERVATION CHARACTERISTICS; (2) 5 SELECTED RESERVATIONS; (3) FEDERAL GOVERNMENT EMPLOYMENT; (4) STATE AND LOCAL GOVERNMENT EMPLOYMENT; (5) PUBLIC SCHOOL EMPLOYMENT; AND (6) PRIVATE EMPLOYMENT. DISCUSSION TOPICS ARE FURTHER DETAILED IN THE TABLES AT THE END OF THE DOCUMENT. (FF)

ACCESSION NUMBER: ED081537

PUBLICATION DATE: 73

TITLE: INDIAN EDUCATION: STEPS TO PROGRESS IN THE 70'S.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; BOARDING SCHOOLS; BOARDS OF EDUCATION; *EDUCATIONAL OBJECTIVES; *FEDERAL PROGRAMS; PARENT PARTICIPATION; *RESERVATIONS (INDIAN); SELF CONCEPT; TEACHER EDUCATION

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 57P.

THE BOOKLET ACQUAINTS INDIVIDUALS WITH THE FEDERAL EDUCATION PROGRAMS SERVING AMERICAN INDIAN STUDENTS. INCLUDED ARE BRIEF REPORTS ON SOME OF THE INNOVATIVE APPROACHES TO EDUCATION--I.E., INDIVIDUALIZATION AND OPEN CLASSROOMS--IN BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS. IT DELINEATES THE BROAD PARAMETERS OF THE BIA'S EFFORTS IN SCHOOL OPERATION, ASSISTANCE TO INDIAN COLLEGE STUDENTS, ADULT EDUCATION, AND COOPERATION WITH PUBLIC SCHOOLS ENROLLING IDIAN STUDENTS. IT GIVES INFORMATION ON THE IMPORTANT MOVEMENT OF THE PAST FEW YEARS TOWARD INCREASED INDIAN PARTICIPATION IN THEIR EDUCATION PROGRAMS. IT IS FELT THAT THIS BOOKLET INDICATES THE DETERMINATION, ON THE PART OF THE INDIAN PEOPLE, THE BIA, PRESIDENT NIXON, CONGRESS, AND PEOPLE OF THE UNITED STATES TO KEEP THESE PROMISES SO THAT THE 70'S WILL BE A PERIOD OF EDUCATIONAL GROWTH AND PROGRESS FOR AMERICAN INDIANS. (FF)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 2402-00032; $1.05)

ACCESSION NUMBER: ED081539

PUBLICATION DATE: MAY 73

TITLE: INDIAN LEADERSHIP IN NEW ENGLAND, 1973.

DESCRIPTOR: ALCOHOLISM; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *CONFERENCES; *DIRECTORIES; EDUCATION; HANDICRAFTS; HEALTH; *LEADERSHIP TRAINING; *NONRESERVATION AMERICAN INDIANS; ORGANIZATIONS (GROUPS); POLITICAL ISSUES; RESOURCES; SELF CONCEPT

IDENTIFIER: *NEW ENGLAND

DESCRIPTIVE NOTE: 68P.; SUMMARY OF NEW ENGLAND CLEARINGHOUSE CONFERENCES ON INDIAN PROGRAMS, OCTOBER 1972 AND MARCH 1973 AND FINDINGS OF THE INDIAN LEADERSHIP WORKSHOP--A PART OF THE MARCH MEETING

THE DOCUMENT IS A SUMMARY OF THE REGIONAL MEETINGS KNOWN AS THE NEW ENGLAND CLEARINGHOUSE CONFERENCES ON AMERICAN INDIAN PROGRAMS WHICH WERE HELD IN OCTOBER 1972 AND MARCH 1973. THE INDIAN LEADERSHIP WORKSHOP, WHICH WAS AN INTEGRAL PART OF THE MARCH MEETING, WAS COMBINED WITH THE CLEARINGHOUSE CONFERENCE AT THAT TIME. THE OCTOBER CONFERENCE FORMULATED 22 RESOLUTSIONS THROUGH 4 WORKSHOP DISCUSSION GROUPS ON EDUCATION, POLITICAL ACTION, HEALTH AND ALCOHOLISM, ARTS AND CRAFTS, AND CULTURAL PROGRAMS. THE 4 WORKSHOPS IN THE MARCH CONFERENCE GAVE 16 RESOLUTIONS ON FEDERAL RESOURCES, FEDERAL AND STATE RECOGNITION, ARTS AND CULTURAL PROGRAMS, AND "INDIANISM". ALSO INCLUDED IS A DIRECTORY OF NATIVE AMERICAN PERSONS, ORGANIZATIONS, AND AGENCIES IN THE NEW ENGLAND AREA. (FF)

AVAILABILITY: INTECULTURAL STUDIES GROUP, 1644 MASSACHUSETTS AVENUE, LEXINGTON, MASS. 02173 ($1.00)

ACCESSION NUMBER: ED081540

PUBLICATION DATE: 8 NOV 72

TITLE: THE RIGHT TO REMAIN INDIAN. THE FAILURE OF THE FEDERAL GOVERNMENT TO PROTECT INDIAN LAND AND WATER RIGHTS.

DESCRIPTOR: AMERICAN INDIANS; *CIVIL RIGHTS; *FEDERAL PROGRAMS; *LAND USE; LEGAL RESPONSIBILITY; *RESERVATIONS (INDIAN); *TREATIES; WATER RESOURCES

IDENTIFIER: *ALL INDIAN PUEBLO COUNCIL; WATER RIGHTS

DESCRIPTIVE NOTE: 70P.

THE DOCUMENT IS SUBMITTED PURSUANT TO A CONTRACT WITH THE U.S. COMMISSION ON CIVIL RIGHTS, IN PREPARATION FOR HEARINGS HELD IN NEW MEXICO DURING NOVEMBER 1972. IT COVERS THE PROTECTION AND PRESERVATION OF THE LAND AND WATER RIGHTS OF THE AMERICAN INDIAN TRIBES IN THE SOUTHWEST, WHICH IS AS VITAL AS ANY PROBLEM WHICH NOW CONFRONTS THE PUEBLO TRIBES. THE DISCUSSION: (1) CONSIDERS THE RELATIONSHIP WHICH EXISTS BETWEEN THE INDIAN TRIBES AND THE UNITED STATES GOVERNMENT, USING THE PUEBLO TRIBES AS AN ILLUSTRATION; (2) TRACES THE DEVELOPMENT OF THE LEGAL BASIS FOR PROTECTION OF THE TRIBAL RIGHTS TO USE WATER--THE WINTER'S DOCTRINE; (3) CHRONICLES LEGISLATIVE AND ADMINISTRATIVE EVENTS AFFECTING THE PUEBLO AND NEIGHBORING TRIBES IN BOTH NEW MEXICO AND ARIZONA; AND (4) INTERPRETS THOSE EVENTS. (FF)

ACCESSION NUMBER: ED081550

PUBLICATION DATE: 72

TITLE: THE INDIAN COLLEGE STUDENT IN CALIFORNIA: 1967-1972.

PERSONAL AUTHOR: CHAVERS, DEAN

DESCRIPTOR: *AMERICAN INDIANS; BUDGETING; *COLLEGE BOUND STUDENTS; COLLEGE CURRICULUM; ENROLLMENT TRENDS; *HIGHER EDUCATION; RECRUITMENT; *STUDENT COLLEGE RELATIONSHIP; *STUDENT NEEDS; TABLES (DATA)

IDENTIFIER: *CALIFORNIA; NATIVE AMERICAN STUDIES PROGRAM

DESCRIPTIVE NOTE: 24P.

THE DOCUMENT IS A REPORT OF THE AMERICAN INDIANS IN HIGHER EDUCATION IN CALIFORNIA. SOME 2,400 INDIAN STUDENTS ARE EXPECTED TO ENROLL IN THE ACADEMIC YEAR 1972-73, AT SOME 55 OR MORE COLLEGES AND UNIVERSITIES IN CALIFORNIA. TO SERVE THE SPECIAL NEEDS OF THE INDIAN POPULATION, $1,047,500 WAS ALLOCATED FOR SOME 19 OF THESE INSTITUTIONS. THIS FIGURE INCLUDES STAFF SALARIES FOR FACULTY, CURRICULUM DEVELOPMENT, COUNSELING, RECRUITING, AND FINANCIAL AIDS OFFICERS. DESPITE THE IMPRESSIVE GROWTH IN NUMBERS OF INDIAN STUDENTS, FACULTY, SUPPORT SERVICES, CURRICULUM, AND BUDGET, THOUGH, THE TOTAL COMMITMENT OF HIGHER EDUCATION INSTITUTIONS TO THE INDIAN STUDENT IS NOT NEARLY ADEQUATE TO MEET THEIR NEEDS. TOPICS OF DISCUSSION INCLUDE: (1) THE INDIAN STUDENT; (2) BUDGET: WHAT SHARE DOES THE INDIAN GET? (3) NATIVE AMERICAN STUDIES; (4) AREAS FOR FURTHER RESEARCH--DROPOUT RATE, SUCCESS OF INDIAN STUDENTS IN RELATION TO INDIAN-ORIENTED CURRICULUM, SKILLS NEEDED ON CALIFORNIA INDIAN RESERVATIONS, ETC.; AND (5) 4 APPENDIXES--ARRIVING AT THE FIGURES, SELECTED STATISTICS, REASONS FOR DROPOUT, AND STAFF TOTALS. (FF)

ACCESSION NUMBER: ED081564

PUBLICATION DATE: 73

TITLE: PATTERNS OF RACIAL DISCRIMINATION: ABORIGINAL ADMINISTRATION IN CANADA AND THE UNITED STATES.

PERSONAL AUTHOR: WHITESIDE, DON (SIN A PAW)

DESCRIPTOR: ACTIVISM; *AMERICAN INDIANS; *COMPARATIVE ANALYSIS; *CULTURE CONFLICT; FEDERAL PROGRAMS; HISTORY; LEGAL PROBLEMS; *RACIAL DISCRIMINATION; *TREATIES

IDENTIFIER: *CANADA; UNITED STATES

DESCRIPTIVE NOTE: 15P.; PREPARED FOR THE ANNUAL MEETING OF THE AMERICAN SOCIOLOGICAL ASSOCIATION, NEW YORK, 1973

THE DOCUMENT PRESENTS A COMPARATIVE STUDY OF RACIAL DISCRIMINATION TOWARDS AMERICAN INDIANS IN CANADA AND THE UNITED STATES. THE MAIN FOCUS DISPUTES THE BELIEF THAT CANADIAN INDIANS WERE TREATED MORE HUMANELY BECAUSE OF 2 FACTORS: (1) INDIAN WARS RAGED THROUGHOUT THE HISTORY OF THE U.S. AND LESS SO IN CANADA, AND (2) UNLIKE THE U.S., TREATIES WERE STRICTLY ADHERED TO IN CANADA, THUS REDUCING LEGITIMATE DISSATISFACTION TO A MINIMUM. THE CANADIAN GOVERNMENT HAD MORE CONTROL OVER THE INDIANS BECAUSE OF 4 CLASSES OF PEOPLE--THE FUR TRADERS, THE CHURCHMEN, THE FEDERAL POLICEMEN (ROYAL CANADIAN MOUNTED POLICE), AND THE INDIAN AGENTS. THE INFLUENCE OF THESE GROUPS UPON THE CANADIAN INDIANS IS DISCUSSED. (FF)

ACCESSION NUMBER: ED081565

PUBLICATION DATE: NOV 72

TITLE: MEDIA SERVICES IN THE BUREAU OF INDIAN AFFAIRS SCHOOLS. A REPORT AND RECOMMENDATIONS.

PERSONAL AUTHOR: BROMBERG, ERIC

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; AUDIOVISUAL AIDS; *CURRICULUM ENRICHMENT; *FEDERAL PROGRAMS; FINANCIAL SUPPORT; *INSTRUCTIONAL MATERIALS CENTERS; INSTRUCTIONAL MEDIA; *MEDIA SELECTION; MEDIA SPECIALISTS; TEACHER EDUCATION

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 20P.

RECOGNIZING THE LACK OF ANY ADEQUATE MEDIA RESOURCES IN BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS, THIS DEPARTMENT OF THE INTERIOR REPORT RECOMMENDS THE MANDATORY PLACEMENT OF AN EDUCATIONAL MEDIA SPECIALIST IN ALL AREAS WHERE THERE ARE SUCH SCHOOLS. THE MEDIA PROGRAM, WHICH WOULD USE NEW FUNDS, COULD BE ESTABLISHED BY FISCAL 1975. FURTHER RECOMMENDATIONS COVER: (1) THE MEDIA CENTER: SCHOOL APPLICATIONS, EXTRA-CURRICULAR POTENTIALS, AND DORMITORIES; (2) THE ADMINISTRATOR AND THE MEDIA CENTER: COMPREHENSION OF THE PLACE OF THE MEDIA CENTER AND SUPERVISION OF THE MEDIA CENTERS; (3) THE MEDIA CENTER DIRECTOR; AND (4) STANDARDS FOR LEARNING CENTERS. A PROPOSED BUDGET, MATERIALS TO BE USED, AND PERSONNEL PLAN ARE ALSO INCLUDED. (KM)

ACCESSION NUMBER: ED081731

PUBLICATION DATE: 72

TITLE: CENTER SATELLITE PROGRAM: AN INDIAN COUNSELOR TRAINING PROGRAM.

PERSONAL AUTHOR: LAPOINTE, ERIC; TWISS, MAURICE

DESCRIPTOR: *AMERICAN INDIANS; COUNSELING; COUNSELOR EDUCATORS; *COUNSELORS; *COUNSELOR TRAINING; *MINORITY GROUP TEACHERS; PROFESSIONAL EDUCATION

IDENTIFIER: *DISTINGUISHED ACHIEVEMENT AWARD ENTRY

DESCRIPTIVE NOTE: 19P.; DISTINGUISHED ACHIEVEMENT AWARD ENTRY SUBMITTED TO AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

THE CENTER SATELLITE PROGRAM IS DESIGNED TO TRAIN INDIAN COUNSELORS. TRAINEES IN THE PROGRAM ARE OF INDIAN DESCENT; MOST OF THEM ARE OBTAINING THEIR MASTERS IN GUIDANCE AND COUNSELING DEGREE. TRAINING INVOLVES TWO PHASES: PHASE ONE IS A 6-WEEK SUMMER PROGRAM GROWTH EXPERIENCE THAT SERVES AS ORIENTATION; PHASE TWO IS THE ACADEMIC YEAR PROGRAM AT THE HOME SATELLITE INSTITUTIONS. THERE ARE FIVE SATELLITE INSTITUTIONS (COLLEGES) INVOLVED IN THE CENTER SATELLITE PROGRAM; EACH SATELLITE HAS A SUBCONTRACT WITH THE CENTER INSTITUTION (UNIVERSITY OF SOUTH DAKOTA) TO PROVIDE A UNIQUE TRAINING EXPERIENCE FOR 28 TRAINEES. LISTINGS ARE PROVIDED OF SATELLITE INSTITUTIONS AND PARTICIPANTS. (AUTHORS/JA)

ACCESSION NUMBER: ED082052

PUBLICATION DATE: FEB 73

TITLE: SMALL BUSINESS MANAGEMENT. INSTRUCTOR'S MANUAL. VOLUME I. THIRD EDITION.

PERSONAL AUTHOR: JEANNEAU, JOSEPH A.; AND OTHERS

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *BUSINESS SUBJECTS; COMMUNITY RESOURCES; COURSE CONTENT; COURSE DESCRIPTIONS; COURSE OBJECTIVES; COURSE ORGANIZATION; EDUCATIONAL RESOURCES; *LESSON PLANS; *MANAGEMENT EDUCATION; METHODS; TEACHING GUIDES; *VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 489P.

THE INSTRUCTOR'S MANUAL IS ONE OF FOUR PREPARED AS A GUIDE IN CONDUCTING A SMALL BUSINESS MANAGEMENT COURSE FOR AMERICAN INDIANS TO PREPARE THEM FOR JOBS AS OWNERS/MANAGERS OF THEIR OWN BUSINESSES AND FOR MANAGEMENT POSITIONS WITH BUSINESS OWNED BY BONDS, COOPERATIVES, AND OTHERS. THE MANUAL CONTAINS LESSON PLANS, SUGGESTED METHODOLOGIES, AND LISTS OF RESOURCES REQUIRED. IN THE FIVE MONTHS OF CLASS TIME AND ONE MONTH OF ON-THE-JOB TRAINING, THE FOLLOWING SUBJECT AREAS ARE COVERED: MANAGEMENT PROCESS; MARKETING MANAGEMENT; FINANCE, ACCOUNTING, BOOKKEEPING; PERSONNEL MANAGEMENT; BUSINESS LAW; PERSONAL FINANCE; BUSINESS COMMUNICATION; PRODUCTION MANAGEMENT; AND OFFICE PROCEDURES. LESSONS ARE DRAWN FROM DIFFERENT SUBJECT AREAS AND ARRANGED SERIALLY RATHER THAN DEALING WITH AN ENTIRE SUBJECT AREA. IN A DETAILED INTRODUCTION THE SITUATION OF THE INDIANS IS REVIEWED, THE COURSE IS SURVEYED, TECHNIQUES ARE EXPLAINED, AND RESOURCES AND SETTING FOR THE COURSE ARE DISCUSSED. THE FINAL EMPHASIS IS ON ADAPTING THE COURSE TO LOCAL NEEDS, OBTAINING FEEDBACK, AND ADMINISTRATIVE RESPONSIBILITIES. (FOR VOLUME II, SEE CE 000 352; VOLUME III, CE 000 353; VOLUME IV, CE 000 355) (AG)

AVAILABILITY: TRAINING RESEARCH AND DEVELOPMENT STATION, DEPARTMENT OF MANPOWER AND IMMIGRATION, PRINCE ALBERT, SASKATCHEWAN ($29.95 FOR SET OF FOUR VOLS. CE 000 351-000 355)

ACCESSION NUMBER: ED082053

PUBLICATION DATE: 73

TITLE: SMALL BUSINESS MANAGEMENT. INSTRUCTOR'S MANUAL. VOLUME II. THIRD EDITION.

PERSONAL AUTHOR: JEANNEAU, JOSEPH A.; AND OTHERS

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *BUSINESS SUBJECTS; COMMUNITY RESOURCES; COURSE CONTENT; COURSE DESCRIPTIONS; COURSE OBJECTIVES; COURSE ORGANIZATION; EDUCATIONAL RESOURCES; *LESSON PLANS; *MANAGEMENT EDUCATION; METHODS; TEACHING GUIDES; *VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 486P.

THE VOLUME IS ONE OF FOUR CONTAINING LESSON PLANS COVERING A WIDE RANGE OF BUSINESS SUBJECTS INCORPORATED IN A COURSE FOR AMERICAN INDIANS TO PREPARE THEM FOR JOBS AS OWNERS/MANAGERS OF THEIR OWN BUSINESSES AND FOR MANAGEMENT POSITIONS WITH BUSINESSES OWNED BY BONDS, COOPERATIVES, AND OTHERS. LESSONS ARE DRAWN FROM DIFFERENT SUBJECT AREAS AND ARRANGED SERIALLY. (FOR INSTRUCTIONS ON USE OF THE LESSON PLANS IN THIS VOLUME, SEE VOLUME I, CE 000 351. FOR ADDITIONAL LESSON PLANS, SEE VOLUME III, CE 000 353, AND VOLUME IV, CE 000 355.) (AG)

AVAILABILITY: TRAINING RESEARCH AND DEVELOPMENT STATION, DEPARTMENT OF MANPOWER AND IMMIGRATION, PRINCE ALBERT, SASKATCHEWAN ($29.95 FOR SET OF FOUR VOLS. CE 000 351-000355)

ACCESSION NUMBER: ED082054

PUBLICATION DATE: 73

TITLE: SMALL BUSINESS MANAGEMENT. INSTRUCTOR'S MANUAL. VOLUME III. THIRD EDITION.

PERSONAL AUTHOR: JEANNEAU, JOSEPH A.; AND OTHERS

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *BUSINESS SUBJECTS; COMMUNITY RESOURCES; COURSE CONTENT; COURSE DESCRIPTIONS; COURSE OBJECTIVES; COURSE ORGANIZATION; EDUCATIONAL RESOURCES; *LESSON PLANS; *MANAGEMENT EDUCATION; METHODS; TEACHING GUIDES; *VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 491P.

THE VOLUME IS ONE OF FOUR CONTAINING LESSON PLANS COVERING A WIDE RANGE OF BUSINESS SUBJECTS INCORPORATED IN A COURSE FOR AMERICAN INDIANS TO PREPARE THEM FOR JOBS AS OWNERS/MANAGERS OF THEIR OWN BUSINESSES AND FOR MANAGEMENT POSITIONS WITH BUSINESSES OWNED BY BONDS, COOPERATIVES, AND OTHERS. LESSONS ARE DRAWN FROM DIFFERENT SUBJECT AREAS AND ARRANGED SERIALLY. (FOR INSTRUCTIONS ON USE OF THE LESSON PLANS IN THIS VOLUME, SEE VOLUME I, CE 000 351. FOR ADDITIONAL LESSON PLANS, SEE VOLUME II, CE 000 352, AND VOLUME IV, CE 000 355.) (AG)

AVAILABILITY: TRAINING RESEARCH AND DEVELOPMENT STATION, DEPARTMENT OF MANPOWER AND IMMIGRATION, PRINCE ALBERT, SASKATCHEWAN ($29.95 FOR SET OF FOUR VOLS. CE 000 351-000 355)

ACCESSION NUMBER: ED082055

PUBLICATION DATE: 73

TITLE: SMALL BUSINESS MANAGEMENT. INSTRUCTOR'S MANUAL. VOLUME IV. THIRD EDITION.

PERSONAL AUTHOR: JEANNEAU, JOSEPH A.; AND OTHERS.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *BUSINESS SUBJECTS; COMMUNITY RESOURCES; COURSE CONTENT; COURSE DESCRIPTIONS; COURSE OBJECTIVES; COURSE ORGANIZATION; EDUCATIONAL RESOURCES; *LESSON PLANS; *MANAGEMENT EDUCATION; METHODS; TEACHING GUIDES; *VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 497P.

THE VOLUME IS ONE OF FOUR CONTAINING LESSON PLANS COVERING A WIDE RANGE OF BUSINESS SUBJECTS INCORPORATED IN A COURSE FOR AMERICAN INDIANS TO PREPARE THEM FOR JOBS AS OWNERS/MANAGERS OF THEIR OWN BUSINESSES AND FOR MANAGEMENT POSITIONS WITH BUSINESSES OWNED BY BONDS, COOPERATIVES, AND OTHERS. LESSON ARE DRAWN FROM DIFFERENT SUBJECT AREAS AND ARRANGED SERIALLY. (FOR INSTRUCTIONS ON USE OF THE LESSON PLANS IN THIS VOLUME, SEE VOLUME I, CE 000 351. FOR ADDITIONAL LESSON PLANS, SEE VOLUME II, CE 000 352, AND VOLUME III, CE 000 353.) (AG)

AVAILABILITY: TRAINING RESEARCH AND DEVELOPMENT STATION, DEPARTMENT OF MANPOWER AND IMMIGRATION, PRINCE ALBERT, SASKATCHEWAN ($29.95 FOR SET OF FOUR VOLS. CE 000 351-000 355)

ACCESSION NUMBER: ED082199

PUBLICATION DATE: 72

TITLE: FLUENCY FIRST: INSTRUCTOR TRAINING COURSE.

PERSONAL AUTHOR: MULLEN, DANA

DESCRIPTOR: ADULT LITERACY; *AMERICAN INDIANS; *COURSE DESCRIPTIONS; COURSE OBJECTIVES; *ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; INSTRUCTIONAL MATERIALS; *ORAL ENGLISH; TEACHING METHODS; *TEACHING TECHNIQUES

DESCRIPTIVE NOTE: 150P.

THE PURPOSE OF THIS INSTRUCTOR TRAINING COURSE MANUAL IS TO PREPARE PEOPLE TO BE EFFECTIVE INSTRUCTORS OF ORAL ENGLISH AS A SECOND LANGUAGE TO ILLITERATE ADULTS OF INDIAN ANCESTRY WHO ARE TAKING, OR PREPARING TO TAKE, A BASIC LITERACY COURSE. THE CONTENTS INCLUDE: "INTRODUCTION," WHICH LOOKS AT PROGRAM OBJECTIVES, A MODEL OF THE COURSE, TERMINAL• BEHAVIORS, AND INSTRUCTIONAL OBJECTIVES; (2) "OUTLINE NOTES FOR PROPOSED TOPICS," WHICH DISCUSSES THE NATURE OF LANGUAGE, TRADITIONAL INDIAN CULTURE, THE SOUND SYSTEM OF ENGLISH, ADULT LEARNERS, WHAT GRAMMAR IS, LEARNING A LANGUAGE, TESL, SENTENCE PATTERNS, ENGLISH SOUNDS, DIALOGUE TEACHING, VISUAL MATERIALS, INFORMAL ORAL LANGUAGE ACTIVITIES, COMPREHENSION ACTIVITIES, AND EVALUATING STUDENTS' PROGRESS; (3) "LEARNING ACTIVITIES" WHICH LISTS SPECIFIC ACTIVITIES FOR THE STUDENT TO COMPLETE; (4) "LIST OF REFERENCES FOR LEARNING ACTIVITIES," WHICH CONTAINS THE SUGGESTED MATERIALS TO BE USED WITH THE LEARNING ACTIVITIES; (5) "WORK CARDS," WHICH ARE SPECIFIC LEARNING ACTIVITIES TO BE COMPLETED BY THE STUDENT; (6) "EQUIPMENT FOR THE INSTRUCTOR'S COURSE," WHICH LISTS THE EQUIPMENT THE INSTRUCTOR WILL NEED; AND (7) "PRACTICAL PLACEMENT INSTRUMENT," WHICH DISCUSSES DECISIONS THE INSTPUCTOR NEEDS TO MAKE, RATING ORAL LANGUAGE, AND STUDENT INTERVIEWS. (WR)

ACCESSION NUMBER: ED082220

PUBLICATION DATE: 73

TITLE: BIBLIOGRAPHY OF LITERATURE AND CROSS-CULTURE VALUES.

PERSONAL AUTHOR: FITZGERALD, BONNIE

DESCRIPTOR: *ADOLESCENT LITERATURE; AFRICAN CULTURE; AMERICAN INDIAN CULTURE; *ANNOTATED BIBLIOGRAPHIES; *CHILDRENS BOOKS; CHINESE; JAPANESE; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO CULTURE; SPANISH AMERICANS

DESCRIPTIVE NOTE: 17P.; PREPARED FOR THE UTAH COUNCIL OF TEACHERS OF ENGLISH SPRING CONFERENCE

PREPARED BY A YOUNG PEOPLE'S LIBRARIAN, THIS ANNOTATED BIBLIOGRAPHY OF 103 CITATIONS ON MINORITY GROUPS IS DIVIDED INTO THE FOLLOWING SECTIONS: BLACK FICTION, BLACK BIOGRAPHY, BLACK INFORMATIONAL, BLACK POETRY, AFRICAN FOLKTALES, INDIAN FICTION, INDIAN INFORMATIONAL, CHINESE FOLKTALES, INDIAN POETRY, INDIAN LEGENDS, ORIENTAL POETRY, ORIENTAL FICTION, SPANISH FOLKTALES, CHICANO MUSIC, CHICANO FICTION, AND CHICANO INFORMATIONAL. AGE LEVEL IS PROVIDED AFTER EACH ANNOTATION. (HOD)

ACCESSION NUMBER: ED082223

PUBLICATION DATE: 73

TITLE: BIBLIOGRAPHY ON THE AMERICAN INDIAN.

PERSONAL AUTHOR: RASHKIS, ZORA, ED.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *BIBLIOGRAPHIES; BOOKLISTS; *GRADE 9; INSTRUCTIONAL AIDS; *STUDENT DEVELOPED MATERIALS

DESCRIPTIVE NOTE: 13P.; PREPARED BY THE GRADE 9 STUDENTS OF CULBRETH SCHOOL, CHAPEL HILL, NORTH CAROLINA

THIS BIBLIOGRAPHY ON THE AMERICAN INDIAN WAS COMPILED AND USED BY A GROUP OF NINTH GRADE STUDENTS AT CULBRETH SCHOOL IN CHAPEL HILL, NORTH CAROLINA, AS A RESULT OF THEIR WORKING ON AN EXCHANGE WITH A GROUP OF INDIAN STUDENTS FROM NEARBY TOWNS. THE PURPOSE WAS TO PROVIDE THE NINTH GRADERS WITH A BETTER UNDERSTANDING OF THE BACKGROUND OF THE INDIAN STUDENTS. SECTIONS COVER BOOKS, MAGAZINES AND NEWSPAPERS (ENTIRE INDIAN MAGAZINES AND NEWSPAPER ARTICLES), PAMPHLETS, AUDIOVISUAL MATERIALS (RECORDS, FILMSTRIPS, AND FILMS ON INDIANS), AND PLACES WHERE ONE CAN SEND FOR MORE INFORMATION. (HOD)

ACCESSION NUMBER: ED082564

PUBLICATION DATE: 73

TITLE: BILINGUALISM IN THE SOUTHWEST.

PERSONAL AUTHOR: TURNER, PAUL R., ED.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BICULTURALISM; BILINGUAL EDUCATION; *BILINGUALISM; ENGLISH; ETHNIC GROUPS; *LANGUAGE RESEARCH; LINGUISTICS; *MEXICAN AMERICANS; MINORITY GROUPS; NATIVE SPEAKERS; NAVAHO; PSYCHOLINGUISTICS; RESEARCH; SOCIOCULTURAL PATTERNS; *SOCIOLINGUISTICS; SPANISH

DESCRIPTIVE NOTE: 352P.

THE ARTICLES INCLUDED IN THIS BOOK ARE INTENDED TO DEMONSTRATE THE DIVERSITY OF ACADEMIC INTEREST IN THE PHENOMENON OF BILINGUALISM. ARTICLES TREAT MEXICAN-AMERICANS, AMERICAN INDIANS, AND SUGGESTIONS FOR FURTHER RESEARCH. THE FIRST TWO PARTS CONTAIN THE FOLLOWING SUBDIVISIONS: (1) ASSUMPTIONS AND METHODS, (2) LANGUAGE RESOURCES AND DEVELOPMENT, AND (3) CULTURAL AND LINGUISTIC INTERACTIONS. THERE ARE A TOTAL OF EIGHT ARTICLES IN THE FIRST SECTION, NINE IN THE SECOND, AND ONE IN THE THIRD. MANY OF THE ARTICLES INCLUDE REFERENCES FOR FURTHER RESEARCH OR CONSULTATION. TABLES AND GRAPHS HELP TO EXPLAIN INFORMATION. (SK)

AVAILABILITY: UNIVERSITY OF ARIZONA PRESS, BOX 3398, TUCSON, ARIZONA 85772 ($7.45)
NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED082865

PUBLICATION DATE: OCT 73

TITLE: DEMOGRAPHIC AND SOCIO-ECONOMIC CHARACTERISTICS OF THE NAVAJO. STAFF REPORT, OFFICE OF THE GENERAL COUNSEL, U. S. COMMISSION ON CIVIL RIGHTS, OCTOBER 1973.

DESCRIPTOR: *AMERICAN INDIANS; CENSUS FIGURES; *DEMOGRAPHY; *ECONOMIC DEVELOPMENT; EMPLOYMENT; *FEDERAL PROGRAMS; HISTORY; MANPOWER NEEDS; RESERVATIONS (INDIAN); *SOCIOECONOMIC STATUS; TABLES (DATA); TREATIES

IDENTIFIER: *NAVAJOS; TRIBAL GOVERNMENT

DESCRIPTIVE NOTE: 157P.

THE DEMOGRAPHIC AND SOCIOECONOMIC DEVELOPMENT OF THE NAVAJO TRIBE IS PRESENTED. THE DEMOGRAPHIC DATA IS BASED ON THE 1970 CENSUS REPORT. THE OTHER 5 TOPICS ARE: (1) A SHORT HISTORY OF THE NAVAJOS; (2) A DESCRIPTION OF TRIBAL GOVERNMENT STRUCTURE AND ITS LEGAL STATUS OF PARTIAL SOVEREIGNTY; (3) EDUCATION, COVERING BUREAU OF INDIAN AFFAIRS (BIA) AND PUBLIC SCHOOLS AND FEDERAL AID PROGRAMS; (4) EMPLOYMENT, DETAILING THE ACUTE UNEMPLOYMENT RATE; AND (5) ECONOMIC DEVELOPMENT, SUCH AS LAND AND WATER RESOURCES, INDUSTRIAL DEVELOPMENT, AND BARRIERS TO ECONOMIC DEVELOPMENT. FOR FURTHER CLARIFICATION, 8 APPENDICES ARE INCLUDED--E.G., TREATY BETWEEN THE U. S. AND THE NAVAJO TRIBE, RESERVATION MANPOWER ANALYSIS, AND FEDERAL PROGRAMS. (FF)

ACCESSION NUMBER: ED082867

PUBLICATION DATE: AUG 73

TITLE: A TYPOLOGY FOR LEARNING/TEACHING ABOUT NATIVE AMERICAN/AMERICAN INDIAN SOCIAL MOVEMENTS.

PERSONAL AUTHOR: CLIFTON, A. KAY

DESCRIPTOR: *ACCULTURATION; ACTIVISM; *AMERICAN INDIANS; CROSS CULTURAL STUDIES; CULTURAL FACTORS; LEADERSHIP; SOCIAL ATTITUDES; *SOCIAL MOBILITY; *TIME PERSPECTIVE; TREATIES; *TYPOLOGY

DESCRIPTIVE NOTE: 28P.; PAPER PRESENTED AT THE ANNUAL MEETINGS OF THE AMERICAN SOCIOLOGICAL ASSOCIATION, NEW YORK, AUGUST 1973

THE TYPOLOGY IS BASED ON 2 DIMENSIONS OF THE IDEOLOGY OF EACH AMERICAN INDIAN MOVEMENT. ONE OF THESE DIMENSIONS IS THE TIME PERSPECTIVE OF THE MOVEMENT, BASED ON ITS HANDLING OF TIME AND CHANGE. MOVEMENTS ARE DISTINGUISHED ACCORDING TO WHETHER THEY AMPHASIZE THE PRESENT, PAST, FUTURE, OR A BREADTH OF TIME PERSPECTIVE. MOVEMENTS ARE ALSO DISTINGUISHED BY THEIR ACCULTURATIVE STANCE, THEIR ATTITUDE TOWARD THE DOMINANT, WHITE CULTURE. THREE ACCULTURATIVE STANCES ARE IDENTIFIED: (1) COUNTERACCULTURATIVE; (2) ADAPTIVE; AND (3) ARTICULATORY. WITH THE AID OF THE TYPOLOGY, HISTORICAL AND CONTEMPORARY INDIAN SOCIAL MOVEMENTS ARE LISTED, CATEGORIZED AND DISCUSSED BRIEFLY. AN EXTENSIVE BIBLIOGRAPHY ACCOMPANIES EACH CATEGORY OF SOCIAL MOVEMENTS. (AUTHOR/FF)

ACCESSION NUMBER: ED082868

PUBLICATION DATE: 73

TITLE: AMERICAN INDIAN LAW STUDENT ASSOCIATIONS EDUCATION PROJECT.

PERSONAL AUTHOR: ABINANTI, ABBY

DESCRIPTOR: *AMERICAN INDIANS; BUDGETS; *CIVIL RIGHTS; DUE PROCESS; *LAW SCHOOLS; *PROGRAM DESIGN; *SCHOOL ORGANIZATION; STUDENT PROBLEMS

IDENTIFIER: UNIVERSITY OF NEW MEXICO

DESCRIPTIVE NOTE: 38P.

THE AMERICAN INDIAN LAW STUDENT ASSOCIATION (AILSA) AT THE UNIVERSITY OF NEW MEXICO LAW SCHOOL DEVELOPED AND SECURED APPROVAL FOR A INDIAN CLINICAL LAW PROGRAM. FUNDED BY THE DONNER FOUNDATION, AILSA AIDED IN THE DEVELOPMENT OF A STUDENT BILL OF RIGHTS AND RESPONSIBILITIES FOR BUREAU OF INDIAN AFFAIRS BOARDING SCHOOLS. THE LAW PROGRAM IS DISCUSSED IN 3 PHASES, AND A BUDGET IS GIVEN. ALSO PRESENTED ARE 8 APPENDICES--E.G., ADDRESSES OF STUDENTS IN THE SPECIAL LAW SCHOLARSHIP PROGRAM FOR AMERICAN INDIANS, AND BUREAU OF INDIAN AFFAIRS MANUAL GUIDELINES FOR ADMISSION. (FF)

ACCESSION NUMBER: ED082872

PUBLICATION DATE: MAR 72

TITLE: THE COMPREHENSIVE VIEW OF INDIAN EDUCATION.

PERSONAL AUTHOR: KAEGI, GERDA

DESCRIPTOR: *AMERICAN INDIANS; BOARDING HOMES; DROPOUTS; *EDUCATION; *GOVERNMENT ROLE; *HISTORY; SCHOOL INTEGRATION; *TREATIES

IDENTIFIER: CANADA

DESCRIPTIVE NOTE: 42P.

RELATING HISTORICAL CONFLICTS BETWEEN INDIANS AND WHITES, THE DOCUMENT EXPLAINED HOW EDUCATION WAS ORIGINALLY AIMED AT "CIVILIZING" AND DOMESTICATING THE CANADIAN INDIAN. THIS PHILOSOPHY, USED EXTENSIVELY BY CHURCH GROUPS THAT ESTABLISHED THE ORIGINAL INDIAN SCHOOLS, ALIENATED CHILDREN FROM BOTH THE WHITE SOCIETY AND THE EDUCATIONAL PROCESS. RESIDENTIAL SCHOOLS WERE RUN AS REGIMENTED ORPHANAGES; DAY SCHOOLS AND BOARDING HOMES ISOLATED THE STUDENTS IN A STRANGE AND OFTEN HOSTILE WORLD. THE PRESENT CHANGING ATTITUDE TOWARD INDIAN EDUCATION, WHOSE MAIN THRUST IS THE INTEGRATION OF INDIAN AND WHITE STUDENTS, HAS RESULTED IN SOME FAVORABLE CHANGES, SUCH AS THE ESTABLISHMENT OF KINDERGARTEN AND PRESCHOOL CARE. THE CONTINUING HIGH INDIAN DROPOUT RATE, HOWEVER, INDICATED THAT MUCH MORE NEEDED TO BE DONE. (KM)

AVAILABILITY: CANADIAN ASSOCIATION IN SUPPORT OF THE NATIVE PEOPLE, 277 VICTORIA STREET, 3RD FLOOR, TORONTO 200, ONTARIO ($1.00)

ACCESSION NUMBER: ED082873

PUBLICATION DATE: SEP 72

TITLE: THE PAROCHIAL EDUCATION OF MENOMINEE INDIAN CHILDREN: A STUDY OF ONE SCHOOL.

PERSONAL AUTHOR: SHEPARTS, I. KARON; AND OTHERS

DESCRIPTOR: *ACHIEVEMENT; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; *ATTITUDES; *CATHOLIC SCHOOLS; CULTURAL EDUCATION; *ELEMENTARY GRADES; NUN TEACHERS; PARENT PARTICIPATION; PEER RELATIONSHIP

IDENTIFIER: *MENOMINEES

DESCRIPTIVE NOTE: 60P.

DURING MAY 1969 FIELDWORK FOR THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION WAS CONDUCTED AT A CATHOLIC SCHOOL IN MENOMINEE COUNTY, WISCONSIN. DATA WERE COLLECTED BY DRAW-A-MAN, STUDENT QUESTIONNAIRES, SEMANTIC DIFFERENTIAL, ACHIEVEMENT TEST DATA, AND INTERVIEWS FOR 78 MENOMINEE INDIAN STUDENTS (55% FEMALE; 44% MALE). THIS REPORT DISCUSSED INTERVIEW DATA FOR THE THIRD THROUGH EIGHTH GRADES. STUDENT ATTITUDES TOWARD FORMAL EDUCATION, PARENTAL COMMITMENT O FORMAL EDUCATION, TRIBAL LANGUAGE AND CULTURE, TEACHERS, AND PEERS WERE INVESTIGATED. RESEARCHERS FOUND THAT 70% OF THE STUDENTS HAD A POSITIVE ATTITUDE ABOUT THEIR PAROCHIAL SCHOOL; RELIGION WAS ESPECIALLY ENJOYED BY 11%. STUDENTS RECOMMENDED THAT THE SCHOOL COULD BE IMPROVED BY CURRICULUM CHANGE (20%); TEACHING MENOMINEE CULTURE (3%); AND BUILDING REPAIR (10%). (KM)

ACCESSION NUMBER: ED082874

PUBLICATION DATE: OCT 72

TITLE: MENOMINEE PARENTS AND THE EDUCATION OF MENOMINEE CHILDREN.

PERSONAL AUTHOR: SHERARTS, I. KARON; AND OTHRS

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; ASPIRATION; BOARD OF EDUCATION ROLE; CATHOLIC SCHOOLS; CULTURE; *EDUCATION; ELEMENTARY GRADES; FAMILY BACKGROUND; *FAMILY ROLE; *PARENT ATTITUDES; *PARENT SCHOOL RELATIONSHIP; PARENT TEACHER COOPERATION; SCHOOL ADMINISTRATION; SECONDARY GRADES; VALUES

IDENTIFIER: *MENOMINEES

DESCRIPTIVE NOTE: 121P.

ELEVEN MENOMINEE WOMEN INTERVIEWED 149 MENOMINEE PARENTS WHOSE CHILDREN ATTENDED SCHOOL A, SCHOOL B, MIDDLE SCHOOL, HIGH SCHOOL, PAROCHIAL SCHOOL, OR MISCELLANEOUS (OTHER DISTRICT 8 SCHOOLS) IN MINNESOTA FROM FEBRUARY TO MAY 1969. INTERVIEWERS FOUND MOST PARENTS VERY INTERESTED IN SCHOOLS, AND ANXIOUS TO PARTICIPATE IN THE INTERVIEW, ALTHOUGH QUESTIONS ABOUT HOME LIFE WERE NOT ALWAYS FAVORABLY RECEIVED. EIGHTY PERCENT OF THE RESPONDENTS WERE FEMALES. MOST PARENTS (83%) PLACED A HIGH VALUE ON FORMAL EDUCATION. THE EMPHASIS PLACED ON FORMALLY TEACHING MENOMINEE LANGUAGE AND CULTURE WAS NOT AS STRONG (ABOUT 40%). THE EVALUATION REPORT FOR PARENTS WAS DIVIDED IN 10 SECTIONS: 1) CHARACTERISTICS OF MENOMINEE PARENTS; 2) ASPECTS OF FAMILY LIFE; 3) ATTITUDES TOWARD FORMAL EDUCATION; 4) ATTITUDES TOWARD TRIBAL LANGUAGE AND CULTURE AND FORMAL EDUCATION; 5) ASSESSMENT OF THEIR CONTACT AND INFLUENCE IN SCHOOL AFFAIRS; 6) ATTITUDES TOWARD ADMINISTRATION; 7) CONTACT WITH AND EVALUATION OF SCHOOL ADMINISTRATION; 8) SCHOOL BOARD CONTACT AND EVALUATION; 9) EVALUATION OF SCHOOL CURRICULA; AND 10) ASPECTS "LIKED" AND "DISLIKED" ABOUT SCHOOLS. NEARLY ALL RESPONDENTS (97%) APPEARED TO HAVE GIVEN CONSIDERATION TO THE EDUCATIONAL NEEDS OF THEIR CHILDREN. (KM)

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ACCESSION NUMBER: ED082875

PUBLICATION DATE: MAR 73

TITLE: THE FORMAL EDUCATION OF MENOMINEE CHILDREN AT THE MIDDLE SCHOOL LEVEL: STUDENTS.

PERSONAL AUTHOR: SHERARTS, I. KARON; AND OTHERS

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ANGLO AMERICANS; *EVALUATION; *MIDDLE SCHOOLS; PARENT REACTION; PEER RELATIONSHIP; SECOND LANGUAGES; *STUDENT ATTITUDES; *STUDENTS; TEACHER BEHAVIOR

IDENTIFIER: *MENOMINEES

DESCRIPTIVE NOTE: 95P.

THE PERCEPTIONS OF MIDDLE SCHOOL MENOMINEE STUDENTS ABOUT EDUCATION AND THEIR SCHOOL WERE PRESENTED IN THIS REPORT. INTERVIEWS WERE GIVEN TO THE AMERICAN INDIAN STUDENTS DURING APRIL AND MAY 1969. THE SAMPLE CONSISTED OF 46 GIRLS AND 59 BOYS IN GRADES 6 THROUGH 8. STUDENTS RESPONDED TO QUESTIONS ON PERCEPTION OF PARENTS' EDUCATIONAL COMMITMENT, STUDENT ATTITUDES TOWARD FORMAL EDUCATION, MIDDLE SCHOOL LIFE, AND TRIBAL LANGUAGE AND CULTURE. MAJOR FINDINGS WERE THAT NEARLY HALF OF THE RESPONDENTS FELT MENOMINEE LANGUAGE AND CULTURE COURSES SHOULD BE TAUGHT, THAT NEARLY ALL STUDENTS ENJOYED SEVERAL IN-SCHOOL PEER RELATIONSHIPS, THAT 7TH GRADE STUDENTS WERE MOST LIKELY TO VIEW EDUCATION AS AN IMPORTANT ASPECT OF THEIR FUTURE, AND THAT 18 0/0 OF THE RESPONDENTS FELT THEIR PARENTS WERE SOMEWHAT COMMITTED TO THE VALUE OF FORMAL EDUCATION. ASPECTS STUDENTS LIKED AND DISLIKED, AND SELECTED RECOMMENDATIONS FOR CHANGE MADE BY MENOMINEE STUDENTS WERE INCLUDED, ALONG WITH A COPY OF THE STUDENT HANDBOOK. (PS)

ACCESSION NUMBER: ED082876

PUBLICATION DATE: APR 73

TITLE: THE FORMAL EDUCATION OF MENOMINEE CHILDREN AT THE HIGH SCHOOL LEVEL: STUDENTS.

PERSONAL AUTHOR: SHERARTS, I. KARON; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; *EDUCATION; GUIDANCE; *HIGH SCHOOL STUDENTS; LANGUAGE; *PARENT ATTITUDES; PEER RELATIONSHIP; SCHOOL ACTIVITIES; *STUDENT ATTITUDES

IDENTIFIER: *MENOMINEES

DESCRIPTIVE NOTE: 133P.

A STUDY EXAMINING MENOMINEE HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS FORMAL EDUCATION WAS CONDUCTED DURING MAY AND JUNE OF 1969. A WHITE MALE INTERVIEWED 83 STUDENTS WHO WERE MENOMINEE OR HAD OTHER TRIBAL AFFILIATIONS. OF THOSE INTERVIEWED, 46 0/0 WERE FEMALE AND 54 0/0 WERE MALE. ALL BUT 2 LIVED IN MENOMINEE COUNTY. THE STUDENTS RESPONDED TO QUESTIONS ON PARENTAL ATTITUDES TOWARD EDUCATION; PARENTAL CONTACT WITH HIGH SCHOOL; STUDENT INTEREST IN ACADEMICS; THE RELATIONSHIP BETWEEN FORMAL EDUCATION AND ADULTHOOD; THE USE OF STUDY CENTERS; TRIBAL LANGUAGE AND CULTURE AND THEIR RELATIONSHIP TO SCHOOL; TEACHERS; PRINCIPALS; GUIDANCE; STUDENT COUNCIL; STUDENT INVOLVEMENT IN SCHOOL ACTIVITIES; AND INDIAN AND WHITE PEER RELATIONSHIPS. MAJOR FINDINGS WERE: (1) MENOMINEE STUDENTS CHARACTERIZED THEMSELVES AS MORE FRIENDLY, MORE ADVENTURESOME, FREER OF PARENTAL CONTROL, MORE CASUAL, MORE INTERESTED IN HAPPINESS THAN SUCCESS, AND BETTER ATHLETICS THAN WHITES; (2) MOST OF THE MENOMINEE STUDENTS DID NOT FEEL TEACHERS WERE PREJUDICED; AND (3) THE MAJORITY OF THE STUDENTS WANTED BOTH MENOMINEE LANGUAGE AND CULTURE TAUGHT IN HIGH SCHOOL. DATA ARE SHOWN IN PERCENTAGES ALONG WITH EXCERPTS OF THE INTERVIEWS. A COPY OF THE STUDENT HANDBOOK IS IN THE APPENDIX. (NQ)

ACCESSION NUMBER: ED082877

PUBLICATION DATE: APR 73

TITLE: A SUMMARY REPORT ON MENOMINEE INDIAN EDUCATION: 1968-1970.

PERSONAL AUTHOR: HARKINS, ARTHUR M.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; DEVELOPMENT; ECONOMIC FACTORS; *EDUCATIONAL CHANGE; *EDUCATIONAL RESEARCH; ELEMENTARY SCHOOLS; FEDERAL PROGRAMS; HISTORY; INDIVIDUAL POWER; MIDDLE SCHOOLS; PARENT SCHOOL RELATIONSHIP; RESERVATIONS (INDIAN); SECONDARY SCHOOLS; SOCIAL CHANGE; *STUDENT ATTITUDES; *TEACHER ATTITUDES

IDENTIFIER: *MENOMINEES

DESCRIPTIVE NOTE: 146P.

SINCE JULY 1970 THE TRAINING CENTER FOR COMMUNITY PROGRAMS (UNIVERSITY OF MINNESOTA) HAS PRODUCED 11 INTERIM REPORTS ON MENOMINEE EDUCATION IN WISCONSIN. THIS SUMMARY IS THE 12TH AND FINAL REPORT ON THIS AMERICAN INDIAN TRIBE'S PROGRESS SINCE FEDERAL TRUSTEESHIP WAS TERMINATED IN 1965. THE MENOMINEES, NOW CITIZENS OF WISCONSIN, STILL HAVE MORE THAN CULTURAL TIES BINDING THEM AND SETTING THEM APART. THEY HAVE THEIR OWN COUNTY AND GOVERNMENT; ARE STOCKHOLDERS IN MENOMINEE ENTERPRISES, A TRIBALLY-OWNED CORPORATION; AND HAVE THEIR OWN SPECIAL SET OF ECONOMIC AND SOCIAL PROBLEMS. THE SUMMARY COVERS THE PARENTS AND STUDENTS COMMITTEE FOR BETTER EDUCATION'S SOLUTIONS FOR PROBLEMS IN JOINT DISTRICT NUMBER EIGHT; BACKGROUND OF THAT DISTRICT AND ITS TITLE III (ELEMENTARY AND SECONDARY EDUCATION ACT) PROJECT; INDIAN PARENTS; AND ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENT AND TEACHER ATTITUDES. TEN MAJOR PROBLEMS ARE LISTED, SUCH AS THE CREDIBILITY GAP, INSTITUTIONAL OVERLOAD, AND AN INSENSITIVITY TO CHANGING PATTERNS OF SURVIVAL BEHAVIOR. (FF)

ACCESSION NUMBER: ED082882

PUBLICATION DATE: 4 OCT 72

TITLE: THE INSTITUTE OF AMERICAN INDIAN ARTS BACKGROUND INFORMATION (TASK ONE OF THE TRANSITION EVALUATION). BACKGROUND PAPER.

PERSONAL AUTHOR: TIPPECONNIC, JOHN W., JR.

DESCRIPTOR: *AMERICAN INDIANS; *ART EDUCATION; *BACKGROUND; COUNSELING; *EDUCATIONAL FACILITIES; GUIDANCE; *INSTITUTIONS; INSTRUCTION; PROGRAM ADMINISTRATION; PROGRAM DESCRIPTIONS

IDENTIFIER: *INSTITUTE OF AMERICAN INDIAN ARTS

DESCRIPTIVE NOTE: 54P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

THE PAPER, PREPARED AS TASK ONE OF THE INSTITUTE OF AMERICAN INDIAN ARTS TRANSITION EVALUATION, PROVIDES PERTINENT BACKGROUND INFORMATION ABOUT THE INSTITUTE OF AMERICAN INDIAN ARTS IN SANTA FE, NEW MEXICO. A BRIEF HISTORY OF THE INSTITUTE IS GIVEN, WITH INFORMATION ABOUT ITS PHILOSOPHY AND PURPOSE; OBJECTIVES; ORGANIZATION AND ADMINISTRATION; THE HIGH SCHOOL, POST GRADUATE, AND COUNSELING AND GUIDANCE PROGRAMS; THE STUDENT BODY; ADMISSION POLICY; RECRUITMENT PROGRAM; STUDENT GOVERNMENT; EDUCATIONAL PERFORMANCE; STAFF; FACILITIES; BUDGET; MAJOR ACCOMPLISHMENTS; AND PAST PROBLEMS. THE 1969 AND 1970 EVALUATIONS, WHICH ARE THE 2 MOST COMPREHENSIVE EVALUATIONS DONE, ARE INCLUDED IN THE APPENDICES. THE 1970 EVALUATION IS GIVEN IN ITS ENTIRETY. RECOMMENDATIONS ARE GIVEN FOR ART INSTRUCTION, GUIDANCE AND COUNSELING, AND ADMINISTRATION. AMONG THESE ARE: (1) MORE EMPHASIS SHOULD BE PLACED ON TRADITIONAL INDIAN ART INSTRUCTION TO INSTILL IN STUDENTS A GREATER PRIDE IN PRESERVING THEIR CULTURAL TRADITIONS AND CRAFTS; (2) THE SCHOOL SHOULD GIVE A GREATER PRIORITY TO ITS PUBLIC RELATIONS WORK; AND (3) A PROFESSIONALLY TRAINED PSYCHOLOGIST WITH AN UNDERSTANDING OF CULTURAL DIFFERENCES SHOULD BE ADDED TO THE STAFF. DATA ARE GIVEN FOR AGE AND GRADE, TRIBES AND RESERVATIONS, AND REASONS FOR DROPOUTS. (NQ)

ACCESSION NUMBER: ED082884

PUBLICATION DATE: JUL 71

TITLE: A COMMUNICATION SYSTEM FOR THE AMERICAN INDIAN IN HIGHER EDUCATION.

PERSONAL AUTHOR: EDINGTON, EVERETT D.

DESCRIPTOR: *AMERICAN INDIANS; COUNSELING; CURRICULUM DEVELOPMENT; *EDUCATIONAL PROBLEMS; FINANCIAL SUPPORT; GUIDANCE; *HIGHER EDUCATION; *RECRUITMENT; *TELECOMMUNICATION

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT UNIVERSITY OF CALIFORNIA, LOS ANGELES AMERICAN INDIAN CULTURE CENTER 1971 EPDA SHORT TERM SUMMER INSTITUTE, MANY FARMS, ARIZONA, JULY 1971

THERE ARE FEWER AMERICAN INDIANS IN HIGHER EDUCATION THAN MOST OTHER MINORITY GROUPS. AMONG THE FEW WHO ARE ENROLLED, THERE IS A LARGE PERCENTAGE OF DROPOUTS. IT HAS BEEN EXTREMELY DIFFICULT TO RECRUIT, SELECT, AND KEEP INDIAN STUDENTS, EVEN AT THE GRADUATE LEVEL. SEVERAL RECOMMENDATIONS FOR OBTAINING MORE ACTIVE INDIAN PARTICIPATION IN HIGHER EDUCATION AND IN SPECIAL PROGRAMS SUCH AS ADMINISTRATOR TRAINING FELLOWSHIP PROGRAMS CAN BE SUGGESTED. A COORDINATED COMMUNICATION SYSTEM COULD BE ESTABLISHED TO INFORM STUDENTS ABOUT AVAILABLE PROGRAMS. IN THIS SYSTEM, A PERSON COULD BE DESIGNATED TO BE RESPONSIBLE FOR SELECTING AND RECRUITING INDIAN STUDENTS. COLLEGES ENROLLING THESE STUDENTS COULD HAVE AN INDIAN COORDINATOR OR COUNSELOR AWARE OF ALL INDIAN STUDENTS IN THEIR COLLEGE WHO COULD HELP THEM FROM THE VERY BEGINNING. THESE COUNSELORS COULD COORDINATE THEIR PROGRAMS WITH THOSE OF LOCAL HIGH SCHOOLS. ONE OF THE MAJOR GOALS OF THIS SYSTEM COULD BE TO INFORM THESE STUDENTS ABOUT FINANCIAL AIDS AND SPECIAL PROGRAMS. THE CURRICULUM SHOULD ALSO BE DEVELOPED TO HELP THESE STUDENTS ADJUST TO COLLEGE LIFE. THUS THIS SYSTEM COULD AID IN GETTING AMERICAN INDIANS INTO HIGHER EDUCATION. (NQ)

ACCESSION NUMBER: ED082885

PUBLICATION DATE: 71

TITLE: A PROPOSED COURSE IN LAW, SOCIOLOGY, OR HISTORY.

PERSONAL AUTHOR: WEST, RICHARD, JR.

DESCRIPTOR: *AMERICAN INDIANS; BELIEFS; *CONSTITUTIONAL HISTORY; *COURSE ORGANIZATION; COURT LITIGATION; CULTURE; CURRICULUM GUIDES; FEDERAL LAWS; HISTORY; *LAW INSTRUCTION; *LEGAL RESPONSIBILITY; LEGISLATION; RESERVATIONS (INDIAN); STATE LAWS; TREATIES

DESCRIPTIVE NOTE: 65P.

"THE AMERICAN INDIAN AND THE CONSTITUTION" IS A PROPOSED COURSE IN LAW, SOCIOLOGY, OR HISTORY. THE DOCUMENT GIVES A COURSE JUSTIFICATION AND INTENDED AUDIENCE. THE COURSE OUTLINE COVERS: 1) THE SOVEREIGNTY OF NATIVE AMERICAN TRIBES, ESPECIALLY AS DEMONSTRATED IN "CHEROKEE NATION" AND "WORCHESTER V. GEORGIA"; 2) CRIMINAL JURISDICTION; 3) CIVIL JURISDICTION; 4) CITIZENSHIP FOR NATIVE AMERICANS; 5) WATER RIGHTS AS DETAILED IN THE WINTERS DOCTRINE; 6) HUNTING AND FISHING RIGHTS; 7) STATE TAXING AUTHORITY; 8) THE U.S. BILL OF RIGHTS; AND 9) THE INDIAN BILL OF RIGHTS. NOTED COURT CASES AND JUDGES' OPINIONS ARE GIVEN FOR ALL SECTIONS. (KM)

ACCESSION NUMBER: ED082886

PUBLICATION DATE: JUL 71

TITLE: GUIDANCE AND COUNSELING OF THE AMERICAN INDIAN COLLEGE STUDENT.

PERSONAL AUTHOR: BROWN, EDDIE F.; FREDRICK, JAMES

DESCRIPTOR: ACADEMIC PERFORMANCE; *AMERICAN INDIANS; *COLLEGE STUDENTS; *CULTURAL BACKGROUND; CURRICULUM PLANNING; *EDUCATIONAL OPPORTUNITIES; FINANCIAL PROBLEMS; *GUIDANCE COUNSELING; OBJECTIVES

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT THE UNIVERSITY OF CALIFORNIA, LOS ANGELES AMERICAN INDIAN CULTURE CENTER 1971 EPDA SHORT TERM SUMMER INSTITUTE, MANY FARMS, ARIZONA, JULY 1971

PROBLEMS FACED BY AMERICAN INDIAN COLLEGE STUDENTS WERE DESCRIBED IN THESE 2 GUIDANCE AND COUNSELING PAPERS. THE FIRST PAPER SUGGESTED A PLAN FOR A GUIDANCE AND COUNSELING PROGRAM. THE 3 STEPS IN THIS PLAN WERE A SPECIAL SUMMER STUDENT ORIENTATION PROGRAM FOR INDIANS; AND "OUT-REACHING" GUIDANCE AND COUNSELING PROGRAM WHERE INDIAN STUDENTS WOULD SERVE AS ASSISTANT COUNSELORS; AND ACTIVE PARTICIPATION OF THE COUNSELOR WITH THE STUDENT IN CURRICULUM PLANNING. THE SECOND PAPER COVERED GOALS, FISCAL RESPONSIBILITY, AND ACADEMIC ADVISING. INCLUDED IN THE SECOND PAPER WAS A LIST OF COURSES FROM WHICH A STUDENT MAY SELECT A SEQUENCE TO MEET LIBERAL STUDIES REQUIREMENTS. (PS)

ACCESSION NUMBER: ED082887

PUBLICATION DATE: JUL 71

TITLE: REPORT OF THE AMERICAN INDIAN STUDENT ADVISOR, ACADEMIC YEAR 1969-70.

PERSONAL AUTHOR: VOYICH, DANIEL L.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE PREPARATION; *COLLEGE STUDENTS; *COUNSELORS; *EDUCATIONAL OBJECTIVES; FINANCIAL SUPPORT; *GUIDANCE FUNCTIONS; RESERVATIONS (INDIAN)

IDENTIFIER: MONTANA STATE UNIVERSITY

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE UNIVERSITY OF CALIFORNIA, LOS ANGELES AMERICAN INDIAN CULTURE CENTER 1971 EPDA SHORT TERM SUMMER INSTITUTE, MANY FARMS, ARIZONA, JULY 1971

THE REPORT OF THE ADVISOR TO AMERICAN INDIAN STUDENTS COVERS 3 QUARTERS OF THE ACADEMIC YEAR 1969-70 AT MONTANA STATE UNIVERSITY (MSU). DURING THAT PERIOD, THE ADVISOR WORKED ON A 3/4 TIME BASIS TO GIVE HELP AND GUIDANCE TO AMERICAN INDIAN STUDENTS TRYING TO FINISH A 4-YEAR DEGREE PROGRAM. IN PREPARATION FOR THIS, THE ADVISOR VISITED 6 MONTANA RESERVATIONS IN AUGUST AND SEPTEMBER 1969 TO MEET WITH STUDENTS WHO WOULD ATTEND MSU THAT FALL. THE MOST PREVALENT STUDENT PROBLEMS WERE FINANCES, LOW GRADES, DROPPING COURSES, AND ABSENTEEISM. THE DOCUMENT GAVE, FOR EACH QUARTER, THE NUMBER OF INDIAN STUDENTS ENROLLED, COUNSELING AND TUTORIAL SERVICES GIVEN, STUDENT ACTIVITIES, AND END OF QUARTER GRADES. (KM)

ACCESSION NUMBER: EDO82888

PUBLICATION DATE: JUL 71

TITLE: COLLEGE RECRUITMENT OF THE AMERICAN INDIAN.

PERSONAL AUTHOR: BROWN, EDDIE F.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; *COLLEGES; CURRICULUM; FINANCIAL SUPPORT; *HIGHER EDUCATION; MOTIVATION; *PROBLEMS; *RECRUITMENT; STUDENT PARTICIPATION

DESCRIPTIVE NOTE: 4P.; PAPER PRESENTED AT THE UNIVERSITY OF CALIFORNIA, LOS ANGELES AMERICAN INDIAN CULTURE CENTER 1971 EPDA SHORT TERM SUMMER INSTITUTE, MANY FARMS, ARIZONA, JULY 1971

MANY INTELLIGENT, TALENTED, AND CAPABLE AMERICAN INDIAN YOUNGSTERS FINISH ELEMENTARY AND SECONDARY SCHOOLS BUT DO NOT ENTER COLLEGE. THE MAJORITY OF THOSE WHO DO GO ON TO COLLEGE EXPERIENCE DIFFICULTY IN KEEPING AN ACCEPTABLE GRADE AVERAGE; CONSEQUENTLY, FEW GRADUATE. PRESENT INDIAN RECRUITING PROGRAMS HAVE FAILED TO IDENTIFY THE REASON FOR THIS. INDIAN STUDENTS DO NOT ENTER COLLEGE BECAUSE OF LACK OF MOTIVATION. THIS IS USUALLY DUE TO LACK OF ENCOURAGEMENT FROM FAMILY AND TEACHERS, IMPROPERLY PLANNED HIGH SCHOOL CURRICULUM, AND A MISUNDERSTANDING OF THE IMPORTANCE OF ADVANCED EDUCATION. SEVERAL SUGGESTIONS CAN BE OFFERED FOR EFFECTIVE RECRUITING PROGRAMS THAT NOT ONLY GET INDIAN STUDENTS INTO COLLEGE AND OUT WITH A DEGREE, BUT WITH SELF CONFIDENCE, ACUMEN, AND DESIRE TO PROUDLY MAKE HIS PLACE IN SOCIETY. AMONG THESE SUGGESTIONS ARE: RECRUITMENT MUST BEGIN WHEN THE STUDENT FIRST ENTERS HIGH SCHOOL; INDIANS ALREADY IN COLLEGE MUST BECOME INVOLVED IN THE RECRUITMENT PROGRAMS OF SCHOOL WITH A HIGH CONCENTRATION OF INDIAN STUDENTS; THE COLLEGE MUST BE ABLE TO OFFER FINANCIAL AID; THE COLLEGE CURRICULUM MUST BE DEVELOPED TO ALLOW THESE STUDENTS TO CATCH UP IN ENGLISH, MATH, OR SCIENCE AND ALSO PREPARE THEM TO GRADUATE WITHIN 4 YEARS; AND SOCIAL ACTIVITIES WITH OTHER INDIANS IN COLLEGE MUST BE MADE AVAILABLE. (NQ)

ACCESSION NUMBER: ED082889

PUBLICATION DATE: FEB 71

TITLE: A PROPOSAL FOR AMERICAN INDIAN STUDIES AT MONTANA STATE UNIVERSITY.

DESCRIPTOR: *AMERICAN INDIANS; *CURRICULUM PLANNING; *EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; EDUCATIONAL PHILOSOPHY; *HIGHER EDUCATION; NONRESERVATION AMERICAN INDIANS; PARTICIPANT INVOLVEMENT; *PROGRAM DESCRIPTIONS; RESERVATIONS (INDIAN); TRIBES; UNIVERSITIES

IDENTIFIER: *AMERICAN INDIAN STUDIES; MONTANA STATE UNIVERSITY

DESCRIPTIVE NOTE: 19P.

THE DOCUMENT IS A PROPOSAL FOR AMERICAN INDIAN STUDIES (AIS) AT MONTANA STATE UNIVERSITY (MSU). THE 7 INDIAN RESERVATIONS IN MONTANA REMAIN ISOLATED WITHIN THE PREVAILING LIFE-WAYS OF THE STATE, THEREBY BECOMING VIRTUAL ECONOMIC, POLITICAL, AND SOCIAL ISLANDS WITHIN ITS CULTURE. MONTANA INDIAN EDUCATION HAS BEEN INEXCUSABLY LOW, WITH LESS THAN 200 COLLEGE STUDENTS FROM ALL RESERVATIONS IN A RECENT ACADEMIC YEAR AGAINST AN ESTIMATED 4,000 INDIAN YOUTHS OF COLLEGE AGE IN THE STATE. MSU, AS A LAND-GRANT INSTITUTION, IS IN A UNIQUE POSITION TO HELP DEVELOP RESERVATION RESOURCES THROUGH ITS PROGRAMS IN RESIDENT INSTRUCTION, RESEARCH, AND EXTENSION. MSU CAN STORE, PRESERVE, AND HELP UP-DATE TRIBAL CUSTOMS, PRACTICES AND TRADITIONS. MORE SPECIFICALLY, AIS WILL SEEK TO PROVIDE OPPORTUNITIES FOR THE INDIANS TO MORE FULLY UTILIZE THE RESOURCES OF THEIR LAND-GRANT UNIVERSITY. FOR INSTANCE, MSU WILL WORK WITH MONTANA INDIAN TRIBES TO ESTABLISH PERSONAL LIAISON WITH TRIBES, AND TO GAIN ASSISTANCE IN BUILDING UP SPECIFIC KNOWLEDGE ABOUT TRIBES. THE PROPOSAL COVERS (1) PROPOSAL BACKGROUND; (2) PROBLEM; (3) PROPOSED PROGRAM; (4) OBJECTIVES AND GOALS; (5) PROGRAM DEVELOPMENT; (6) CURRICULA REVISION; (7) UNIVERSITY CONSULTANTS: PHILOSOPHY; AND (8) UNIVERSITY CONSULTANTS: FUNCTIONS. (FF)

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ACCESSION NUMBER: ED082890

PUBLICATION DATE: JUL 71

TITLE: NAVAJO STUDIES AT NAVAJO COMMUNITY COLLEGE.

PERSONAL AUTHOR: HATATHLI, NED

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE ROLE; *COMMUNITY COLLEGES; *CURRICULUM DESIGN; CURRICULUM STUDY CENTERS; *EDUCATIONAL OBJECTIVES; EDUCATIONAL PHILOSOPHY; INSTRUCTIONAL STAFF; *PROGRAM DESCRIPTIONS; RESERVATIONS (INDIAN)

IDENTIFIER: *NAVAJO COMMUNITY COLLEGE; NAVAJO STUDIES

DESCRIPTIVE NOTE: 9P.; PAPER PREPARED FOR THE UNIVERSITY OF CALIFORNIA, LOS ANGELES AMERICAN INDIAN CULTURE CENTER 1971 EPDA SHORT TERM SUMMER INSTITUTE, MANY FARMS, ARIZONA, JULY 1971

THE DOCUMENT COVERS THE NAVAJO STUDIES PROGRAM (NSP) AT NAVAJO COMMUNITY COLLEGE (NCC). THE NAVAJO STUDIES PROGRAM DIFFERS FROM OTHER INDIAN STUDIES PROGRAMS IN 7 WAYS, E.G.: (1) IT IS LOCATED ON THE NAVAJO RESERVATION AND CONTROLLED BY THE TRIBE; (2) NCC INCORPORATES INDIAN STUDIES INTO EVERY INDIVIDUAL PROGRAM AND AREA OF CONCENTRATION--ENGLISH IS CONCERNED WITH INDIAN LITERATURE, ECONOMICS WITH INDIAN DEVELOPMENT, AND SCIENCE WITH RESOURCES. THE 14 NSP OBJECTIVES INCLUDE SUCH THINGS AS: (1) TO LEARN AND RESPECT PRIDE IN BEING NAVAJO; AND (2) TO RECOGNIZE THE NECESSITY OF INDIAN UNITY AND CORPORATION. NSP'S AIM IS TO INCREASE INDIANS' PRIDE IN AND FAMILIARITY WITH THEIR RICH CULTURE, HISTORY, AND RELIGION. THE NCC PHILOSOPHY AIMS AT ESTABLISHING (1) A MEANS FOR SOCIETY TO EDUCATE ITS CITIZENS AND AN EDUCATIONAL SYSTEM CONTROLLED BY THE SOCIETY WHOM THE COLLEGE WILL SERVE; AND (2) AN OPPORTUNITY FOR THE SOCIETY BEING SERVED TO ACQUIRE A POSITIVE SELF-IMAGE. TWENTY-EIGHT NSP COURSES ARE LISTED, SUCH AS (1) NAVAJO SILVERSMITHING; AND (2) SOUTHWESTERN INDIAN TRIBES. ANOTHER RESPONSIBILITY OF THE NSP AT NCC IS PREPARATION OF WRITTEN MATERIALS PREPARED BY NAVAJOS FOR USE IN THE NSP. (FF)

ACCESSION NUMBER: ED082895

PUBLICATION DATE: 73

TITLE: REFERENCE ENCYCLOPEDIA OF THE AMERICAN INDIAN. SECOND EDITION-VOLUME I.

PERSONAL AUTHOR: KLEIN, BARRY T., ED.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIC CITATIONS; EDUCATIONAL RESOURCES; *ENCYCLOPEDIAS; *LIBRARY REFERENCE SERVICES; PUBLICATIONS; REFERENCE BOOKS; *REFERENCE MATERIALS; RESERVATIONS (INDIAN); TRIBES

DESCRIPTIVE NOTE: 547P.; FIRST EDITION PUBLISHED IN 1967

THE "REFERENCE ENCYCLOPEDIA OF THE AMERICAN INDIAN, SECOND EDITION, VOLUME I", INCLUDES LISTINGS OF RELATED MUSEUMS, LIBRARIES, GOVERNMENT AGENCIES, URBAN INDIAN CENTERS, VISUAL AND INSTRUCTIONAL AID SOURCES, AUTHENTIC ARTS AND CRAFTS, RESERVATIONS AND TRIBAL COUNCILS, MONUMENTS AND STATE PARKS, GOVERNMENT PUBLICATIONS AND NEWSPAPERS, MAGAZINES AND PERIODICALS, INDIAN SCHOOLS, RELATED COURSE OFFERINGS OF UNITED STATES COLLEGES AND UNIVERSITIES, AS WELL AS A 2,500 ENTRY ANNOTATED AND CLASSIFIED BIBLIOGRAPHY. IN ADDITION, THIS VOLUME HAS AN INTRODUCTION BY ROGERS C. B. MORTON, SECRETARY OF THE UNITED STATES DEPARTMENT OF THE INTERIOR. THIS EDITION IS OF VALUE TO ANYONE--HIGH SCHOOL OR COLLEGE STUDENT, TEACHER, PROFESSIONAL OR AMATEUR RESEARCHER, WESTERN AND/OR INDIAN AFFAIRS "BUFF", ETC.--INTERESTED IN THE AMERICAN INDIAN. (AUTHOR/FF)

AVAILABILITY: TODD PUBLICATIONS, 11 THIRD STREET, RYE, NEW YORK 10580 ($15.00)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED082899

PUBLICATION DATE: 73

TITLE: ARIZONA STATE ECONOMIC OPPORTUNITY OFFICE. ANNUAL REPORT, CALENDAR YEAR ENDING DECEMBER 31, 1972.

DESCRIPTOR: *AMERICAN INDIANS; ANNUAL REPORTS; COMMUNITY PROGRAMS; *FEDERAL PROGRAMS; MIGRANTS; *PROGRAM EVALUATION; *RESERVATIONS (INDIAN); *SOCIOECONOMIC STATUS; STATE FEDERAL AID; TABLES (DATA); TRIBES

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 64P.; RELATED DOCUMENT IS ED 062 078 (1971)

THE ANNUAL REPORT OF THE ARIZONA STATE ECONOMIC OPPORTUNITY OFFICE (SEOO) FOR 1972 IS PRESENTED. THE SEOO WAS INTEGRATED INTO THE DEPARTMENT OF ECONOMIC SECURITY. IT IS NOW THE COMMUNITY SUPPORT BUREAU OF RESOURCE PLANNING DIVISION (CSBRPD). THE UNIT PROVIDES TRAINING AND TECHNICAL ASSISTANCE TO COMMUNITIES, COUNCILS OF GOVERNMENTS, AND PUBLIC AND PRIVATE AGENCIES. HUMAN RESOURCE PLANNING, DEVELOPMENT AND PROGRAMMING ARE PRIORITY ASSISTANCE OBJECTIVES. THE CSBRPD HAS A PRIMARY RESPONSIBILITY FOR ECONOMIC OPPORTUNITY OFFICE FUNDED PROGRAMS SUCH AS COMMUNITY ACTION, HOUSING, LEGAL AID, AND HEAD START PROGRAMS. ANOTHER PRIMARY RESPONSIBILITY IS THAT OF ADVOCACY FOR THE RESOLUTION OF PROBLEMS FOR LOW INCOME AND MINORITY ARIZONA RESIDENTS. STATISTICAL DATA ON THE STATE'S AMERICAN INDIANS ARE ALSO PRESENTED. (FF)

ACCESSION NUMBER: ED082903

PUBLICATION DATE: 4 AUG 72

TITLE: EVALUATION REPORT OF ROUGH ROCK DEMONSTRATION SCHOOL, SCHOOL YEAR, 1971-72. RESEARCH AND EVALUATION REPORT NO. 7.

PERSONAL AUTHOR: HOPKINS, TOM R.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; COMMUNITY INVOLVEMENT; COMMUNITY SCHOOLS; EDUCATIONAL INNOVATION; *ELEMENTARY SCHOOLS; *EXPERIMENTAL SCHOOLS; *PROGRAM EVALUATION; *RESERVATIONS (INDIAN); SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIER: NAVAJOS; *ROUGH ROCK DEMONSTRATION SCHOOL

DESCRIPTIVE NOTE: 35P.

THE DOCUMENT WAS AN EVALUATION OF THE ROUGH ROCK DEMONSTRATION SCHOOL (RRDS), A CONTRACTED SCHOOL WITH THE BUREAU OF INDIAN AFFAIRS (BIA), LOCATED ON THE NAVAJO INDIAN RESERVATION. THE EVALUATION CATEGORIES FOR THE 1971-72 SCHOOL YEAR WERE: (1) STUDENT DATA; (2) PROGRAM DATA; (3) STAFFING; (4) MATERIALS; (5) PLANTS; AND (6) COMMUNITY SUPPORT AND INVOLVEMENT. EACH CATEGORY HAD A SUMMARY WITH RECOMMENDATIONS--E.G., UNDER STUDENT AND PROGRAM DATA THERE APPEARS TO BE MISUNDERSTANDING OF THE ROLE AND FUNCTIONS OF RRDS IN RELATION TO THE BIA. RRDS LOOKS ON ITSELF AS AN EXPERIMENTAL-DEMONSTRATION SCHOOL. THE BIA LOOKS UPON IT AS A CONVENTIONAL NAVAJO BOARDING SCHOOL. IT WAS RECOMMENDED THAT A TOP LEVEL MEETING BETWEEN ALL PARTIES PRINCIPAL TO THE VENTURE BE CALLED TO RESOLVE THIS. ALSO INCLUDED ARE (1) ANNOTATED EVALUATION REFERENCES; AND (2) APPENDICES--SUMMARY OF FACULTY SELF-EVALUATION STATEMENTS AND SEMI-ANNUAL EVALUATION OF THE MULTICULTURAL TEACHER EDUCATION CENTER. (FF)

ACCESSION NUMBER: ED082905

PUBLICATION DATE: MAY 72

TITLE: AN INVESTIGATION OF SELECTED FACTORS RELATED TO PERSISTENCE OF AMERICAN-INDIAN STUDENTS AT TWO NEW MEXICO UNIVERSITIES.

PERSONAL AUTHOR: PATTON, WALTER STINNETT

DESCRIPTOR: ACADEMIC ABILITY; *AMERICAN INDIANS; *COLLEGE STUDENTS; *COMPARATIVE ANALYSIS; *DOCTORAL THESES; DROPOUTS; FACTOR ANALYSIS; *PERSISTENCE; POST SECONDARY EDUCATION; STATISTICAL ANALYSIS; STUDENT EVALUATION; STUDENT RECORDS; UNIVERSITIES

DESCRIPTIVE NOTE: 140P.; DOCTOR'S DISSERTATION, NEW MEXICO STATE UNIVERSITY

THE PURPOSE OF THIS STUDY WAS TO DETERMINE IF THERE WAS A STATISTICALLY SIGNIFICANT DIFFERENCE IN SELECTED FACTORS BETWEEN AMERICAN INDIAN STUDENTS WHO PERSISTED AT THE UNIVERSITY OF NEW MEXICO AND AT NEW MEXICO STATE UNIVERSITY AND THOSE WHO DID NOT. SUBJECTS WERE 135 INDIANS AND 200 NON-INDIANS AT THE UNIVERSITY OF NEW MEXICO AND 68 INDIANS AND 100 NON-INDIANS AT NEW MEXICO STATE UNIVERSITY. A RANDOM SELECTION OF THE NON-INDIAN STUDENTS WAS MADE FROM THE STUDENT DIRECTORIES. THERE WERE 22 HYPOTHESES TESTED FOR SIGNIFICANCE AT THE .05 LEVEL BY MEANS OF A STEP-WISE DISCRIMINANT ANALYSIS TECHNIQUE. VARIABLES TESTED FOR CLASSIFICATION PURPOSES WERE: AGE, SEX, MARITAL STATUS, TRIBAL AFFILIATION, HIGH SCHOOL RANK, HIGH SCHOOL SIZE, ACT SCORES, GPA, SEMESTER COURSE LOAD, MAJOR FIELD OF STUDY, PLACE OF RESIDENCE, INDIAN OR NON-INDIAN ROOMMATE, INDIAN CLUB MEMBERSHIP, FINANCIAL AID, AND DISTANCE STUDENT TRAVELS FROM HOME TO COLLEGE. IT WAS FOUND THAT THE BEST COMBINATION OF FACTORS RELATED TO PERSISTING AMERICAN INDIAN COLLEGE STUDENTS WERE: A FEMALE STUDENT LESS THAN 19 YEARS OF AGE WHEN FIRST ENROLLED IN COLLEGE, A GRADUATE OF A LARGER, PUBLIC HIGH SCHOOL WHO RANKED IN THE UPPER THIRD OF THE GRADUATING CLASS, HAD SCORED 17 OR ABOVE ON THE ACT, AND CHOSE A MAJOR FIELD OF STUDY WITHIN THE PROFESSIONAL FIELD. (FF)

ACCESSION NUMBER: ED082910

PUBLICATION DATE: 73

TITLE: TWENTY SIXTH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.

PERSONAL AUTHOR: JAMES, OVERTON

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; DROPOUTS; EDUCATIONAL NEEDS; *ENROLLMENT RATE; *FEDERAL AID; FEDERAL PROGRAMS; LUNCH PROGRAMS; *PROGRAM COSTS; SCHOOL SERVICES; STATE PROGRAMS; TABLES (DATA)

IDENTIFIER: *JOHNSON O MALLEY ACT; OKLAHOMA

DESCRIPTIVE NOTE: 67P.; RELATED DOCUMENT IS ED069463 (1972)

THE 26TH ANNUAL REPORT (1973) OF AMERICAN INDIAN EDUCATION PROGRAMS IN OKLAHOMA IS PRESENTED. THE OKLAHOMA EDUCATION PROGRAM IS FINANCED AND OPERATED UNDER A CONTRACT BETWEEN THE U.S. BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF INTERIOR, AND THE STATE DEPARTMENT OF EDUCATION. THE SUPERVISION OF THE PROGRAM IS CARRIED OUT ENTIRELY BY THE STATE DEPARTMENT OF EDUCATION AS AUTHORIZED BY THE JOHNSON O'MALLEY (JOM) ACT OF 1936. TO QUALIFY FOR JOM SPECIAL PROGRAM FUNDS, A SCHOOL MUST HAVE ON FILE IN THE OFFICE OF INDIAN EDUCATION AN ELIGIBLE INDIAN ENROLLMENT OF A MINIMUM OF 10% OF THEIR TOTAL. THE AMOUNT OF JOM FUNDS A LOCAL SCHOOL DISTRICT RECEIVES IS BASED ON THE NUMBER OF INDIAN STUDENTS ENROLLED, FINANCIAL NEEDS OF THE SCHOOL, AND EDUCATIONAL NEED OF THE PARTICIPATING INDIAN STUDENTS. THERE WERE 130 SCHOOLS PARTICIPATING IN JOM SPECIAL PROGRAMS DURING THE 1972-73 SCHOOL YEAR. THERE WAS A TOTAL INDIAN ENROLLMENT OF 12,972, WITH AN AVERAGE DAILY ATTENDANCE OF 11,314; AND AN 88% ATTENDANCE RATE. OTHER DISCUSSIONS ARE (1) STATISTICAL REPORTS--E.G., DROPOUTS, FINANCIAL STATEMENTS, EXPENDITURES BY AREA OFFICES; AND (2) 8 APPENDICES--E.G., INDIAN PUPIL SCHOOL CONTRACT. (FF)

ACCESSION NUMBER: ED082911

PUBLICATION DATE: OCT 73

TITLE: INDIAN EDUCATION PROGRAM NEVADA ANNUAL REPORT, 1972-1973, TO THE UNITED STATES BUREAU OF INDIAN AFFAIRS.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; DROPOUTS; *EDUCATIONAL FINANCE; ENROLLMENT RATE; *FEDERAL AID; FEDERAL PROGRAMS; LUNCH PROGRAMS; *PROGRAM DESCRIPTIONS; SCHOOL SERVICES; STATE FEDERAL AID; STATE PROGRAMS; TABLES (DATA)

IDENTIFIER: *JOHNSON O MALLEY ACT; NEVADA

DESCRIPTIVE NOTE: 60P.; RELATED DOCUMENT IS ED070551 (1971-72)

THE ANNUAL REPORT (1972-73) OF THE NEVADA DEPARTMENT OF EDUCATION ON THE AMERICAN INDIAN EDUCATION PROGRAM IS CONCERNED WITH THE ALLOCATION OF THE JOHNSON O'MALLEY (JOM) ACT FUNDS, WHICH ENABLES THE BUREAU OF INDIAN AFFAIRS TO CONTRACT WITH STATES AND LOCAL SCHOOL DISTRICTS FOR THE EDUCATION OF INDIAN CHILDREN. AT PRESENT, THE JOM FUNDS IN THE STATE ARE USED EXCLUSIVELY TO SUPPORT SCHOOL LUNCH AND SPECIAL PROGRAMS. FOUR BASIC OBJECTIVES, SUCH AS ENSURING THAT THE STATE ALLOTS TO SCHOOLS ENROLLING ELIGIBLE INDIAN CHILDREN ALL FUNDS AND AIDES TO WHICH STATE PUBLIC SCHOOLS ARE LEGALLY ENTITLED, ARE PRESENTED. ALSO GIVEN ARE (1) ANNUAL FINANCIAL REPORT AND SPECIAL FUND PROJECTS FOR EACH PARTICIPATING SCHOOL DISTRICT PLUS SCHOOL DISTRICT NEWS; (2) JOM INDIAN ENROLLMENT; (3) DROPOUT STUDY; (4) STATE PLAN FOR DISTRIBUTING OF JOM FUNDS; (5) REVISED JOM GUIDELINES; (6) PROCEDURE FOR TERMINATION OF STATE APPORTIONMENT FOR NEVADA PUBLIC SCHOOLS; AND (7) TABLES. (FF)

ACCESSION NUMBER: ED082914

PUBLICATION DATE: 73

TITLE: CULTURAL AWARENESS FOR NEW TEACHERS TO HOPI.

PERSONAL AUTHOR: RHODES, ROBERT, COMP.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ATTITUDES; COMMUNITY CHARACTERISTICS; *CULTURAL AWARENESS; RELIGION; *RESERVATIONS (INDIAN); SOCIAL DIFFERENCES; SOCIAL ENVIRONMENT; *TEACHER ORIENTATION; VALUES

IDENTIFIER: *HOPI INDIANS

DESCRIPTIVE NOTE: 4P.

THE PAPER CONTAINS SOME IDEAS TO HELP NEW TEACHERS COMING TO THE HOPI INDIAN RESERVATION. THERE ARE CERTAIN CULTURAL VALUES AND TABOOS WHICH THE HOPI PEOPLE TAKE FOR GRANTED BUT WHICH NON-INDIANS DO NOT HAVE. THIS PAPER GIVES TEACHERS AN IDEA OF SOME AREAS WHICH HAVE PROVED TO BE SENSITIVE IN THE PAST. LISTED ARE 6 AREAS, SUCH AS NOT USING SNAKES IN THE CLASSROOM SINCE THEY BELONG TO SNAKE CLAN AND ARE USED FOR RELIGIOUS CEREMONIES. ALSO LISTED ARE 8 SUPERSTITIONS WHICH HOPIS MAY OR MAY NOT BELIEVE--E.G., ANTS CAN GET UNDER THE SKIN AND CAUSE BAD SORES, SO TEACHERS MIGHT WANT TO THINK TWICE ABOUT AN ANT FARM. SEVEN GENERAL OBSERVATIONS ARE ALSO LISTED--E.G., PIPES HAVE RELIGIOUS SIGNIFICANCE AND PROBABLY SHOULD NOT BE MADE BY CHILDREN AT SCHOOL. THIS PAPER IS MEANT TO MAKE TEACHERS AWARE OF THE HOPI CULTURE SO THAT THEY MAY DEVELOP ALTERNATIVES THAT OFFEND AS FEW AS POSSIBLE. TWO PROFESSIONAL ORGANIZATIONS TO CONSULT FOR ASSISTANCE ARE MENTIONED--THE HOPI EDUCATION ASSOCIATION AND THE NATIONAL COUNCIL OF BUREAU OF INDIAN AFFAIRS EDUCATORS. (FF)

ACCESSION NUMBER: ED082915

PUBLICATION DATE: 12 JUN 73

TITLE: NATIONAL INDIAN GOALS AND PROGRESS ACT; HEARING BEFORE THE SUBCOMMITTEE ON INDIAN AFFAIRS OF THE COMMITTEE ON INTERIOR AND INSULAR AFFAIRS, UNITED STATES SENATE, NINETY-THIRD CONGRESS, FIRST SESSION ON S.1786.

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL LEGISLATION; *FEDERAL PROGRAMS; *GOVERNMENT ROLE; *LEGAL RESPONSIBILITY; LEGISLATORS; POLITICAL ISSUES; PROGRAM ADMINISTRATION; PROGRAMS; RESERVATIONS (INDIAN); SUPERVISION

IDENTIFIER: *NATIONAL INDIAN GOALS AND PROGRESS ACT

DESCRIPTIVE NOTE: 82P.; HARD COPY NOT AVAILABLE DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENTS

THE TRANSCRIPT IS TAKEN FROM THE TESTIMONY OF ADMINISTRATION AND PRIVATE WITNESSES ON S.1786, THE "NATIONAL INDIAN GOALS AND PROGRESS ACT". THE PURPOSE OF THIS ACT IS TO: (1) REQUIRE AN ANNUAL REVIEW OF THE EFFECTIVENESS OF ALL MAJOR FEDERAL PROGRAMS AND SERVICES FOR AMERICAN INDIAN PEOPLE TO DETERMINE WHETHER FUNDAMENTAL HUMAN NEEDS AND REQUIREMENTS ARE BEING MET AND FEDERAL RESPONSIBILITIES ARE BEING PROPERLY FULFILLED; (2) ESTABLISH SPECIFIC ANNUAL PROGRAMS AND SERVICES AND CAREFULLY MONITOR DEPARTMENTAL AND AGENCY PERFORMANCE IN ACHIEVING THESE GOALS AND OBJECTIVES; AND (3) INSURE THAT THE FINANCIAL, HUMAN, AND OTHER RESOURCES ARE MADE AVAILABLE TO ACHIEVE THE GOALS AND OBJECTIVES OF PROGRAMS AND SERVICES. CONGRESS FINDS THAT FEDERAL PROGRAMS DESIGNED TO BENEFIT AND ASSIST INDIAN PEOPLE HAVE NOT BEEN EFFECTIVE IN ATTAINING THEIR STATED GOALS. CONGRESS FURTHER FINDS THAT THERE IS A NEED FOR CONTINUING OVERSIGHT OF PROGRAMS AND SERVICES ADMINISTERED BY THE DEPARTMENT OF THE INTERIOR AND THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE AND THAT THIS OVERSIGHT FUNCTION IS BEST CONDUCTED BY REQUIRING AN ANNUAL AUTHORIZATION OF APPROPRIATIONS. (FF)

ACCESSION NUMBER: ED082916

PUBLICATION DATE: 4 JUN 73

TITLE: INDIAN SELF-DETERMINATION AND EDUCATION PROGRAM. HEARINGS BEFORE THE SUBCOMMITTEE ON INDIAN AFFAIRS OF THE COMMITTEE ON INTERIOR AND INSULAR AFFAIRS, UNITED STATES SENATE, NINETY THIRD CONGRESS, FIRST SESSION ON S.1017 AND RELATED BILLS.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL PROGRAMS; FEDERAL LEGISLATION; *FEDERAL PROGRAMS; *GOVERNMENT ROLE; *INDIVIDUAL POWER; LEGAL RESPONSIBILITY; LEGISLATORS; POLITICAL ISSUES; RESERVATIONS (INDIAN); TREATIES

DESCRIPTIVE NOTE: 290P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

THE HEARING CONSIDERED TESTIMONY FROM PUBLIC AND PRIVATE WITNESSES ON S.1017, THE AMERICAN INDIAN SELF-DETERMINATION AND EDUCATION REFORM ACT OF 1973, AND OTHER RELATED LEGISLATION. THREE OF THE MEASURES TO BE CONSIDERED ARE IDENTICAL TO PROPOSALS SUBMITTED BY THE ADMINISTRATION TO THE 92ND CONGRESS: S.1340, PROVIDING FOR THE DETAIL OF CIVIC SERVICE EMPLOYEES TO TRIBAL GROUPS; S.1342, EXTENDING THE JOHNSON O'MALLEY CONTRACTING AUTHORITY AND PROVIDING FOR THE DETAIL OF PUBLIC HEALTH COMMISSIONED OFFICERS TO TRIBAL GROUPS; AND S.1343, PROVIDING FOR INDIAN TAKEOVER OF FEDERAL PROGRAMS. IN GENERAL, THE BILLS ARE TO PROMOTE MAXIMUM INDIAN PARTICIPATION IN THEIR OWN GOVERNMENT AND EDUCATION, TO PROVIDE FOR FULL TRIBAL PARTICIPATION IN CERTAIN PROGRAMS AND SERVICES CONDUCTED BY THE FEDERAL GOVERNMENT FOR INDIANS, AND TO ENCOURAGE THE DEVELOPMENT OF THE HUMAN RESOURCES OF THE INDIAN PEOPLE. (FF)

ACCESSION NUMBER: ED082918

PUBLICATION DATE: OCT 73

TITLE: A STUDY OF THE RETENTION OF INDIAN CHILDREN IN GRADE ONE IN NOVA SCOTIA ELEMENTARY SCHOOLS AND THE INFLUENCE OF LANGUAGE AND PRE-SCHOOL ORIENTATION IN 1971-1972.

PERSONAL AUTHOR: POTTS, JAMES ELLIOTT

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIANS; ATTENDANCE; *DROPOUTS; *ELEMENTARY SCHOOL STUDENTS; *GRADE 1; *SCHOOL HOLDING POWER; SCHOOL ROLE; TABLES (DATA)

IDENTIFIER: *MICMACS; NOVA SCOTIA

DESCRIPTIVE NOTE: 151P.; MASTER'S THESIS, ACADIA UNIVERSITY

THE STUDY EXAMINED THE RECORDS OF ALL AMERICAN INDIAN CHILDREN WHO WERE IN GRADE I IN 1971-72 IN ALL ELEMENTARY SCHOOLS IN NOVA SCOTIA TO DETERMINE THE NUMBER OF THESE CHILDREN RETAINED IN GRADE I. THE METHOD WAS A DESCRIPTIVE SURVEY TECHNIQUE. THE TOTAL POPULATION OF GRADE I STUDENTS WAS 134. THE MOST SIGNIFICANT FINDING WAS THAT 96 CHILDREN OF THE TOTAL 134 HAD BEEN MOVED TO GRADE II IN SEPTEMBER 1972. IT WAS FOUND, MOREOVER, THAT OUT OF THE TOTAL, 64 HAD NEVER BEEN RETAINED AT ANY LEVEL PRIOR TO BEING MOVED INTO GRADE II. IN REVERSE, IT WAS FOUND THAT 70 CHILDREN HAD BEEN RETAINED FOR AT LEAST THEIR SECOND YEAR. IN ANALYZING THE LANGUAGE BACKGROUND OF THE 64 CHILDREN WHO WERE ABLE TO MOVE INTO GRADE II, IT WAS FOUND THAT 39 OF THE GRADE I POPULATION CAME FROM HOMES WHERE THE COMMONLY USED LANGUAGE WAS MICMAC. THE REPEAT RATE OF NATIVE CHILDREN IS REDUCED WHEN THEY HAVE HAD PRE-GRADE I ORIENTATION. EIGHT RECOMMENDATIONS ARE PRESENTED--E.G., IN ALL PROGRAMS IN THE PRE-GRADE I AREA, AS WELL AS IN OTHER AREAS, THAT THERE BE A MAXIMUM PARENTAL INVOLVEMENT. OTHER RESEARCH WHICH SHOULD BE EVENTUALLY UNDERTAKEN IS A CONTINUATION OF THE CURRENT STUDY ON A LONGITUDINAL BASIS. THE BASIC RAW DATA ABOUT EACH OF THE 134 CHILDREN COULD BE FOLLOWED OVER THE NEXT 12 YEARS ON A YEAR-TO-YEAR BASIS. (FF)

ACCESSION NUMBER: ED082930

PUBLICATION DATE: AUG 70

TITLE: TESTING THE COGNITIVE MOTOR ABILITY OF INDIAN STUDENTS, USING AN I. T. P. A. SUBTEST.

PERSONAL AUTHOR: KEMERY, CARMEN

DESCRIPTOR: *AMERICAN INDIANS; *COGNITIVE MEASUREMENT; *COGNITIVE TESTS; GRADE 1; GRADE 2; GRADE 3; GRADE 4; *INTELLIGENCE TESTS; *LANGUAGE SKILLS; NONVERBAL TESTS; TABLES (DATA); VERBAL TESTS; VISUAL MEASURES

IDENTIFIER: *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

DESCRIPTIVE NOTE: 27P.; MASTER'S PROJECT PAPER, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE PURPOSE OF THIS PROJECT WAS TO ADMINISTER THE MOTOR ENCODING SUBTEST OF THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (IPTA) TO A POPULATION OF 50 AMERICAN INDIAN STUDENTS, AND COMPARE THEIR SCORES WITH THE ESTABLISHED NORMS OF THE ITPA. INDIAN STUDENTS WITH CHRONOLOGICAL AGES 5-9 ENROLLED IN THE FIRST 4 GRADES AT THE FORT THOMPSON ELEMENTARY INDIAN SCHOOL WERE TESTED. THE MAJORITY OF THE CHILDREN FAILED TO CARRY OUT THE OBJECTIVE DESIGNED BY THE AUTHORS OF THE ITPA FOR THE MOTOR ENCODING SUBTEST. ALL OF THE STUDENTS WERE ABLE TO DEMONSTRATE THE FUNCTIONS OF A TOY HAMMER, A TOY PITCHER, A TOY GUN. IT WAS ONLY WHEN THEY HAD TO DO THE SAME WITH PICTURES THAT THEY HAD DIFFICULTY. INDIAN CHILDREN ARE OFTEN BASHFUL WITH STRANGERS, AND IN A SITUATION WHERE THEY ARE ASKED TO PERFORM IN FRONT OF A STRANGER, THIS BASHFULNESS MAY BE MORE PRONOUNCED. THREE RECOMMENDATIONS ARE PRESENTED--E.G., IF THE ITPA IS GOING TO BE USED AS A TOOL TO DIAGNOSE LANGUAGE DISABILITIES, IT IS NECESSARY TO ADMINISTER THE WHOLE TEST. ONE SUBTEST CAN ONLY PROVIDE MINOR INFORMATION IN THIS AREA. (FF)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

ACCESSION NUMBER: ED082931

PUBLICATION DATE: 1 JUN 70

TITLE: A COMPARISON OF TECHNOLOGICAL INFORMATION EVIDENCED IN SELECTED INDIAN AND NON-INDIAN CHILDREN.

PERSONAL AUTHOR: MAURIN, ED

DESCRIPTOR: *ACHIEVEMENT RATING; *AMERICAN INDIANS; ANGLO AMERICANS; *COMPARATIVE ANALYSIS; EDUCATIONAL BACKGROUND; GRADE 4; GRADE 5; GRADE 7; *KNOWLEDGE LEVEL; *SCIENTIFIC CONCEPTS; TECHNOLOGY; VERBAL TESTS; VISUAL MEASURES

DESCRIPTIVE NOTE: 58P.; MASTER'S PROJECT PAPER, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE STUDY DETERMINED IF THERE IS A SIGNIFICANT DIFFERENCE BETWEEN THE AMOUNT AND QUALITY OF TECHNOLOGICAL KNOWLEDGE HELD BY THE AMERICAN INDIAN STUDENTS AS OPPOSED TO NON-INDIANS IN THE 4TH, 5TH, AND 7TH GRADES. ALSO, DO THESE INDIAN STUDENTS POSSESS THIS TECHNOLOGICAL INFORMATION IN A FORM WHICH CAN BE USED, OR IS IT IN A STATE OF UNRELATED ABSTRACTNESS? TWO TESTS WERE DESIGNED TO DETERMINE WHETHER TECHNOLOGICAL DIFFERENCES WERE A FACTOR WHICH INFLUENCED THE INDIAN'S DOWNWARD TREND IN ACADEMIC ACHIEVEMENT, 1 A VERBAL TEST, AND THE OTHER A PICTURE ASSOCIATION TEST. EACH TEST HAD 7 SUBTESTS ON BASIC CONCEPTS CONCERNING TECHNOLOGICAL KNOWLEDGE. SELECTION OF SUBJECTS FOR THIS STUDY RESULTED IN MATCHING A TOTAL OF 60 INDIAN AND 60 NON-INDIAN STUDENTS IN THE FOLLOWING AREAS: (1) AGE, (2) IQ, (3) GRADE LEVEL, AND (4) SEX. THERE WERE NO SIGNIFICANT DIFFERENCES IN THE INDIAN AND NON-INDIAN STUDENTS AT THE 4TH, 5TH, AND 7TH GRADE LEVELS ON ALL SUBTESTS EXCEPT ONE. ANOTHER FINDING WAS THAT THE 5TH GRADE LEVEL HAD 3 SUBTESTS WHICH WERE SIGNIFICANTLY DIFFERENT. THEY WERE HOME COMMUNITY, AND JOB SUBTESTS. THE REMAINING 4 SHOWED NO SIGNIFICANT DIFFERENCE. THE BETTER SCORES WERE MADE BY NON-INDIANS. (FF)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

ACCESSION NUMBER: ED082932

PUBLICATION DATE: AUG 70

TITLE: A STUDY TO DETERMINE THE NEEDS FOR THE PARENT-TEACHER CONFERENCE PROGRAM AT PORCUPINE SCHOOL ON THE PINE RIDGE INDIAN RESERVATION.

PERSONAL AUTHOR: WHIRLWIND HORSE, ANTHONY

DESCRIPTOR: *AMERICAN INDIANS; *ELEMENTARY SCHOOL TEACHERS; *PARENT TEACHER CONFERENCES; PARENT TEACHER COOPERATION; PUBLIC RELATIONS; *RESERVATIONS (INDIAN); *SCHOOL COMMUNITY RELATIONSHIP

DESCRIPTIVE NOTE: 42P.; MASTER'S PROJECT PAPER, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE PURPOSE OF THIS STUDY WAS (1) TO SURVEY THE USE OF PARENT-TEACHER CONFERENCES IN SELECTED ELEMENTARY SCHOOLS ON THE PINE RIDGE INDIAN RESERVATION IN SOUTH DAKOTA, AND (2) TO DEVELOP TECHNIQUES FOR THE TEACHER TO FOLLOW SO THAT THE CONFERENCES WILL BE SUCCESSFUL. A TELEPHONE CALL WAS MADE TO THE PRINCIPALS REQUESTING ASSISTANCE IN ARRANGING PERSONAL INTERVIEWS WITH TEACHERS, PARENTS, STUDENTS, AND THE PRINCIPAL OF EACH SCHOOL. TEACHERS AND STUDENTS WERE SELECTED FOR THE INTERVIEW ACCORDING TO AVAILABILITY. PARENTS WERE CHOSEN BY RANDOM SAMPLING. USING A LIST PROVIDED BY THE SCHOOL, EVERY THIRD PARENT WAS INTERVIEWED. THE INTERVIEWS WERE CONDUCTED ON A 1 TO 1 BASIS. WAYS OF IMPROVING THE PARENT CONFERENCE WERE THROUGH IN-SERVICE TRAINING SESSIONS FOR EVERYONE INVOLVED. THE ELEMENTARY SCHOOL PRINCIPAL HAS A MAJOR ROLE IN HELPING TEACHERS TO MAKE PARENT-TEACHER CONFERENCES SUCCESSFUL. THE PRINCIPAL AND THE CLASSROOM TEACHER HAVE TO MAKE A COOPERATIVE EFFORT IF PARENT-TEACHER CONFERENCES ARE TO ACCOMPLISH ANYTHING. (FF)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

ACCESSION NUMBER: ED082934

PUBLICATION DATE: MAY 70

TITLE: A COMPARATIVE STUDY OF INDIAN AND NON-INDIAN IDEAS OF SELF-CONCEPT AND MORALE.

PERSONAL AUTHOR: MEYER, CHARLES

DESCRIPTOR: *AMERICAN INDIANS; *ATTITUDES; IDENTIFICATION (PSYCHOLOGICAL); INDIVIDUALISM; *MORALE; *PHILOSOPHY; POLITICS; *SELF CONCEPT; SOCIAL DISCRIMINATION; SOCIAL VALUES

IDENTIFIER: *DAKOTAS

DESCRIPTIVE NOTE: 48P.; MASTER'S PROJECT PAPER, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE STUDY PRESENTED IN THIS PAPER IS DEVOTED TO THE IDEAS OF SELF CONCEPT AND MORALE FOR A GROUP OF DAKOTA INDIANS AS COMPARED TO NON-INDIANS. THE IDEOLOGICAL SURVEY WAS USED TO OBTAIN DATA FOR 50 DAKOTAS IN MARCH 1970 THROUGH MAY 1970. THE SURVEY NORMS FOR THE NON-INDIANS WERE THOSE ESTABLISHED BY THORNE AND PISHKIN. SURVEY ITEMS BE BROKEN INTO TWO DIVISIONS: IDEAS REFLECTING INDIVIDUALISM AND CAPITALISM AND IDEAS REFLECTING COLLECTIVISM AND SOCIALISM. THE HYPOTHESIS THAT THERE WERE NO SIGNIFICANT DIFFERENCES IN ATTITUDES BETWEEN THE 2 GROUPS WAS SUPPORTED BY INFORMATION FROM THE QUESTIONNAIRES. THEREFORE, IT WAS SUGGESTED THAT THE INDIANS' DIFFICULTIES IN ADJUSTING TO THE OVERALL AMERICAN CULTURE WERE CAUSED BY THE DOMINANT SOCIETY'S BIAS TOWARD MINORITY GROUPS. THE MAJOR RECOMMENDATIONS WAS THAT EVERYONE SHOULD TRY TO JUDGE A PERSON BY THE TYPE OF INDIVIDUAL HE IS, RATHER THAN BY THE COLOR OF HIS SKIN. (KM)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

ACCESSION NUMBER: ED083073

PUBLICATION DATE: 72

TITLE: "TOWARD ACCEPTANCE." A TITLE III PROGRAM, 1969-72.

DESCRIPTOR: AMERICAN INDIANS; *CULTURAL EDUCATION; CULTURAL ENRICHMENT; CURRICULUM DEVELOPMENT; *CURRICULUM ENRICHMENT; *EDUCATIONAL IMPROVEMENT; EDUCATIONAL OBJECTIVES; EDUCATIONAL PLANNING; *EDUCATIONAL PROGRAMS; ETHNIC STUDIES; EVALUATION; FILIPINO AMERICANS; INDIVIDUALIZED INSTRUCTION; *MINORITY GROUPS; PROGRAM DESCRIPTIONS; PROJECTS; REMEDIAL PROGRAMS; SCHOOL COMMUNITY COOPERATION; SOCIAL STUDIES; SURVEYS

DESCRIPTIVE NOTE: 44P.

THIS PROJECT REPORT DESCRIBES A PROGRAM DESIGNED TO INCREASE THE EFFECTIVENESS OF THE GENERAL EDUCATIONAL PROGRAM FOR THE FILIPINO-INDIAN COMMUNITY IN THE BAINBRIDGE ISLAND SCHOOL SYSTEM. THE RATIONALE IS BASED ON THE NEED FOR IMPROVED HOME-SCHOOL CONTACT AND COMMUNICATIONS, THE NEED FOR IMPROVED AVERAGE DAILY ATTENDANCE, AND THE NEED FOR IMPROVED CULTURAL ENRICHMENT OF THE CURRICULUM THROUGH ADDITIONAL ETHNIC STUDIES. THE PROJECT IS DESIGNED TO INCLUDE THREE BASIC COMPONENTS: A) CULTURAL ENRICHMENT OF SOCIAL STUDIES; B) INDIVIDUALIZED PROGRAMS OF REMEDIAL ACTIVITIES IN THE TOOL SUBJECTS; AND C) USE OF HOME-SCHOOL LIAISON AIDES AND OTHER NON-CERTIFIED STAFF FROM THE FILIPINO-INDIAN COMMUNITY. DESCRIPTION IS GIVEN OF THE SCOPE OF THE PROGRAM, PARENT-COMMUNITY INVOLVEMENT, AND THE BUDGET FOR THE PROGRAM. AN EVALUATION IS MADE AND DATA FROM THE STUDY IS PRESENTED. APPENDICES INCLUDE THREE SURVEYS USED IN EVALUATING THE PROGRAM AND AN OUTLINE FOR A COURSE IN THE HISTORY OF FILIPINO-AMERICAN CULTURE. (SHM)

ACCESSION NUMBER: ED083861

PUBLICATION DATE: JUN 72

TITLE: A GRAMMAR OF SPOKAN: A SALISH LANGUAGE OF EASTERN WASHINGTON. WORKING PAPERS IN LINGUISTICS. VOLUME 4, NUMBER 4.

PERSONAL AUTHOR: CARLSON, BARRY F.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; CONSONANTS; DESCRIPTIVE LINGUISTICS; DISTINCTIVE FEATURES; FORM CLASSES (LANGUAGES); *GRAMMAR; LEXICOLOGY; *MORPHOLOGY (LANGUAGES); MORPHOPHONEMICS; NOMINALS; *PHONOLOGY; PRONOUNS; *SALISH; SYLLABLES; SYNCHRONIC LINGUISTICS; SYNTAX; VERBS; VOCABULARY; VOWELS

IDENTIFIER: *SPOKAN

DESCRIPTIVE NOTE: 166P.; PH.D. DISSERTATION, UNIVERSITY OF HAWAII

SPOKAN IS THE DIALECT OF SALISHAN SPOKEN IN THE WESTERNMOST SECTION OF THE AREA EXTENDING EAST FROM THE COLUMBIA RIVER IN WASHINGTON TO THE FOOTHILLS OF THE ROCKIES IN MONTANA. THE PRESENT STUDY IS AN OVERALL TREATMENT OF ITS GRAMMAR, PRESENTED IN THREE PARTS--PHONOLOGY, MORPHOLOGY, AND GRAMMAR. EXTENSIVE ILLUSTRATIONS AND CHARTS ARE PROVIDED. A BIBLIOGRAPHY IS ALSO INCLUDED. (DD)

ACCESSION NUMBER: ED083941

PUBLICATION DATE: OCT 73

TITLE: FOUR MINORITIES AND THE PH.D.: FORD FOUNDATION GRADUATE FELLOWSHIPS FOR BLACKS, CHICANOS, PUERTO RICANS, AND AMERICAN INDIANS.

DESCRIPTOR: AMERICAN INDIANS; *DOCTORAL DEGREES; *DOCTORAL PROGRAMS; *FELLOWSHIPS; *HIGHER EDUCATION; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; PUERTO RICANS

IDENTIFIER: *FORD FOUNDATION

DESCRIPTIVE NOTE: 23P.

THIS DOCUMENT REPORTS THE STATUS OF FOUR MINORITY GROUPS AND THE AVAILABILITY OF FORD FOUNDATION GRADUATE FELLOWSHIPS FOR THE PH.D. CANDIDATE. THE FOUR MINORITY GROUPS INCLUDE BLACKS, CHICANOS, PUERTO RICANS, AND AMERICAN INDIANS. EMPHASIS IS PLACED ON THE BACKGROUND OF MINORITIES AND GRADUATE DEGREES, OPENINGS TO OPPORTUNITY, ADVANCED STUDY FELLOWSHIPS, AND DOCTORAL FELLOWSHIPS. BRIEF PROFILES OF SEVEN MEMBERS OF MINORITY GROUPS WHO HAVE TAKEN ADVANTAGE OF THE FOUNDATION OPPORTUNITIES ARE INCLUDED. (MJM)

ACCESSION NUMBER: ED084042

PUBLICATION DATE: AUG 70

TITLE: A COMPARISON OF SIOUX INDIAN CHILDREN'S VANE KINDERGARTEN TEST RESULTS AND THE ESTABLISHED NORMS.

PERSONAL AUTHOR: MAYBEE, WILLIAM L.

DESCRIPTOR: *AMERICAN INDIANS; *COMPARATIVE TESTING; *GROUP NORMS; *KINDERGARTEN CHILDREN; MEASUREMENT TECHNIQUES; *NORM REFERENCED TESTS; TABLES (DATA); TEST RESULTS

IDENTIFIER: SIOUX; *VANE KINDERGARTEN TEST

DESCRIPTIVE NOTE: 26P.; MASTER'S PROJECT PAPER, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE PURPOSES OF THIS STUDY WERE (1) TO DEVELOP NORMS AMONG AMERICAN INDIAN STUDENTS FOR THE VANE KINDERGARTEN TEST (VKT) AND (2) TO STATISTICALLY COMPARE THESE WITH THE PUBLISHED NORMS. SIXTY-ONE TEST RESULTS OF SIOUX INDIAN CHILDREN AGES 4.6-5.5 WERE STATISTICALLY COMPARED WITH VKT NORMS. THIS TABULATION OF THE RESULTS INDICATED THAT THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THESE RESULTS AND THE PUBLISHED NORMS. THE SCORES WERE TESTED TO SEE IF THERE WAS ANY DIFFERENCE BETWEEN THE MODES OF LEARNING ASSESSED BY THE TEST. THE MODES OF LEARNING WERE THE COGNITIVE, AFFECTIVE, AND PSYCHO-MOTOR DOMAINS. THESE RESULTS WERE ALSO WITHOUT SIGNIFICANCE AT EITHER THE .01 OR .05 PERCENT LEVEL. SINCE THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN THE SIOUX CHILDREN AND THE NORMS, IT IS POSSIBLE TO ASSESS THE LEARNING PROBLEMS OF SIOUX INDIAN CHILDREN BY THE VKT. THE 3 RECOMMENDATIONS STATED THAT THE VKT SHOULD BE USED IN THE SIOUX HEAD START PROGRAMS AS A 3-PRONGED MEASURE OF INTELLIGENCE, AS A PROJECTIVE EDUCATIONAL AID, AND AS A DIAGNOSTIC TOOL. (FF)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

ACCESSION NUMBER: ED084044

PUBLICATION DATE: 73

TITLE: THE UNIVERSITY OF CALGARY INDIAN STUDENTS' UNIVERSITY PROGRAMME (I.S.U.P.) EVALUATION REPORT, 1972-73.

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE PROGRAMS; CURRICULUM DESIGN; FINANCIAL SUPPORT; HIGHER EDUCATION; *PROGRAM DESIGN; *PROGRAM EVALUATION; SPECIAL PROGRAMS; STUDENT PARTICIPATION; *STUDENT SCHOOL RELATIONSHIP; TEACHER EDUCATION

IDENTIFIER: *INDIAN STUDENTS UNIVERSITY PROGRAMME; UNIVERSITY OF CALGARY

DESCRIPTIVE NOTE: 130P.

THE DOCUMENT EVALUATED THE FIRST YEAR (1972-73) OF OPERATION OF THE INDIAN STUDENTS' UNIVERSITY PROGRAMME (ISUP) AT THE UNIVERSITY OF CALGARY IN ALBERTA, CANADA. EARLY IN 1972 A PLAN WAS DEVELOPED WITH THE DEPARTMENT OF INDIAN AFFAIRS WHEREBY THE UNIVERSITY WAS TO RECEIVE UP TO 50 NON-MATRICULATED AMERICAN INDIAN STUDENTS IN SEPTEMBER 1972. PRELIMINARY MEETINGS WERE HELD WITH A REPRESENTATIVE INDIAN GROUP FROM THE PROVINCE OF ALBERTA. THE STEERING COMMITTEE, WHICH NOW PLAYS A MAJOR ROLE IN POLICY FORMATION, EVOLVED FROM THIS GROUP. FIVE STUDENTS WERE ELECTED MEMBERS OF THE COMMITTEE AND HELPED TO OVERCOME SOME INITIAL SUSPICION OF THE COMMITTEE'S WORK WITH THE STUDENT GROUP. A POLICY DECISION AT THE INDIAN AFFAIRS' LEVEL DETERMINED THAT AT LEAST THE FIRST PHASES OF THE PROGRAMME WOULD CONCENTRATE ON TEACHER EDUCATION TO MEET THE DEMAND FOR INDIAN TEACHERS. THE EVALUATION DISCUSSED THE FOLLOWING: (1) INTRODUCTION; (2) A REVIEW OF LITERATURE WHICH HAS RELEVANCE FOR THE ISUP PROGRAMME; (3) PROPOSAL FOR FUNDING FIRST PHASE, 1972-73; (4) INTERIM EVALUATION; (5) ANALYSIS OF FINAL EXAMINATION DATA; (6) REPORT OF PARTICIPANT OBSERVER, 1972-72; (7) CURRICULUM RECOMMENDATIONS; AND (8) A REPORT TO MEMBERS OF THE ISUP STEERING COMMITTEE ON SOME IDEAS FROM ABROAD. A MAJOR, OVERALL RECOMMENDATION WAS THAT ISUP SHOULD CONTINUE IN ESSENTIALLY THE SAME FORM. (FF)

ACCESSION NUMBER: ED084050

PUBLICATION DATE: 73

TITLE: THE DIVISION OF INDIAN EDUCATION OF THE ARIZONA DEPARTMENT OF EDUCATION TO THE BUREAU OF INDIAN AFFAIRS. 1972-73 ANNUAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; ASSESSED VALUATION; AVERAGE DAILY ATTENDANCE; *EDUCATION; ENROLLMENT; *EXPENDITURES; FINANCIAL SUPPORT; OPERATING EXPENSES; RESOURCE ALLOCATIONS; SCHOOL DISTRICT SPENDING; *STATISTICAL DATA

IDENTIFIER: *ARIZONA; BUREAU OF INDIAN AFFAIRS; JOHNSON O MALLEY ACT

DESCRIPTIVE NOTE: 17P.; RELATED DOCUMENT IS ED068259 (1971-72)

THE DIVISION OF INDIAN EDUCATION, ARIZONA DEPARTMENT OF EDUCATION, DISTRUBUTES FEDERAL FUNDS UNDER THE JOHNSON-O'MALLEY ACT. THE FUNDS ARE PROVIDED TO ARIZONA PUBLIC SCHOOLS AND COUNTIES WITH 3% OR MORE AMERICAN INDIAN CHILDREN TO HELP PAY THE COST OF EDUCATING CHILDREN LIVING ON TAX-EXEMPT RESERVATION LANDS. THE HOST SCHOOL DISTRICT RECEIVES THE FULL PER CAPITA COST OF EDUCATION FOR OUT-OF-DISTRICT INDIAN CHILDREN LIVING IN FEDERAL DORMITORIES. DURING THE 1972-73 SCHOOL YEAR, $4,790,097.77 WAS PROVIDED TO 16 SCHOOL DISTRICTS, 1 ACCOMMODATION SCHOOL, AND 5 COUNTIES FOR ADMINISTRATIVE AND SUPERVISORY SERVICES FOR 20,030 STUDENTS. THIS REPORT CONTAINS THE DIVISION OF INDIAN EDUCATION'S 1972-73 ANNUAL REPORT SUBMITTED TO THE BUREAU OF INDIAN AFFAIRS. STATISTICAL DATA IS REPORTED FOR: (1) RECEIPTS AND EXPENDITURES OF CONTRACT FUNDS; (2) PERIPHERAL CONTRACT PAYMENTS; (3) EXPENDITURES FOR STATE ADMINISTRATION; (4) ALLOTMENT AND EXPENDITURES BY DISTRICT; (5) ENROLLMENT, AVERAGE DAILY ATTENDANCE, AND GRADUATES BY SCHOOL; AND (6) TAX RATES AND ASSESSED VALUATION BY DISTRICT. THE REPORT ALSO INCLUDES SUMMARY REPORTS ON ELEMENTARY AND HIGH SCHOOL INDIAN ENROLLMENT OF JOHNSON-O'MALLEY PARTICIPANTS. (NQ)

ACCESSION NUMBER: ED084051

PUBLICATION DATE: 30 JAN 71

TITLE: DECLARATION OF BARBADOS.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANTHROPOLOGY; CIVIL RIGHTS; HUMAN DEVELOPMENT; *RELIGIOUS AGENCIES; SELF ACTUALIZATION; SOCIAL DISCRIMINATION; *SOCIAL RESPONSIBILITY; *STATE ACTION

IDENTIFIER: LATIN AMERICA

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE BARBADOS SYMPOSIUM, SOUTH AMERICA, JANUARY 25-30, 1971

ANTHROPOLOGISTS PARTICIPATING IN THE SYMPOSIUM ON INTER-ETHNIC CONFLICT IN SOUTH AMERICA (BARBADOS, JANUARY 1971) ANALYZED FORMAL REPORTS OF TRIBAL SITUATIONS IN SEVERAL LATIN AMERICAN COUNTRIES AND DETERMINED THAT INDIANS OF AMERICA REMAIN DOMINATED BY A COLONIAL SITUATION WHICH ORIGINATED WITH THE CONQUEST AND WHICH STILL PERSISTS TODAY. AS A CONSEQUENCE, THE SEVERAL STATES, THE RELIGIOUS MISSIONS, AND SOCIAL SCIENTISTS (PARTICULARLY ANTHROPOLOGISTS) MUST ASSUME RESPONSIBILITY FOR IMMEDIATE ACTION TO HALT THIS AGGRESSION AND CONTRIBUTE SIGNIFICANTLY TO THE PROCESS OF INDIAN LIBERATION. RECOMMENDATIONS FOR STATE RESPONSIBILITY INCLUDE GUARANTEEING THE RIGHT TO REMAIN INDIAN AND RECOGNIZING THAT INDIAN GROUPS POSSESS RIGHTS PRIOR TO THOSE OF OTHER NATIONAL CONSTITUENCIES. THE RESPONSIBILITY OF THE RELIGIOUS MISSIONS INCLUDES OVERCOMING THE INTRINSIC HERODIANISM OF THE EVANGELICAL PROCESS, AND ASSUMING A POSITION OF TRUE RESPECT FOR INDIAN CULTURE. ANTHROPOLOGY MUST STOP ITS PREVIOUS PRACTICES OF SCIENTISM, HYPOCRISY, AND OPPORTUNISM, AND COMMIT ITSELF TO THE STRUGGLE FOR INDIAN LIBERATION. THE DOCUMENT EMPHASIZES THAT THE INDIAN MUST BE AN AGENT OF HIS OWN DESTINY. (KM)

AVAILABILITY: THE SECRETARIAT OF IWGIA, FREDERIKSHOLMS KANAL 4 A, DK 1220 COPENHAGEN K., DENMARK ($0.15)

ACCESSION NUMBER: ED084052

PUBLICATION DATE: 72

TITLE: BIBLIOGRAPHY OF THE INDIGENOUS PROBLEM AND POLICY OF THE BRAZILIAN AMAZON REGION. (1957-1972).

PERSONAL AUTHOR: FUERST, RENE

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *CULTURAL FACTORS; ECONOMIC FACTORS; HEALTH SERVICES; *INDIGENOUS PERSONNEL; *POLICY; SOCIAL STRUCTURE

IDENTIFIER: *BRAZIL

DESCRIPTIVE NOTE: 43P.

WORKS PUBLISHED DURING 1957-72 ARE ANNOTATED AND PRESENTED IN THIS BIBLIOGRAPHY. ALTHOUGH THE BIBLIOGRAPHY REFERS TO THE ENTIRE BRAZILIAN AMAZON REGION, MOST OF THE PUBLICATIONS DEAL WITH THE SOUTHEASTERN PART, THE NORTHERN MATO GROSSO, GOIAS AND SOUTHERN PARA. THIS IS BECAUSE THE INDIGENOUS POLICY AND ITS CONSEQUENCES ARE STILL CONCENTRATED ON THAT MORE ACCESSIBLE AREA OF THE BRAZILIAN INTERIOR. THE 27 WORKS COVER HEALTH SERVICES, ECONOMIC FACTORS, SOCIAL STRUCTURES, AND CULTURAL FACTORS. QUOTATIONS FROM THE PUBLICATIONS ARE PRESENTED IN BOTH PORTUGUESE AND ENGLISH. (PS)

AVAILABILITY: SECRETARIAT OF IWGIA, FREDERIKSHOLMS KANAL 4 A, DK-1220 COPENHAGEN K, DENMARK ($1.00)

ACCESSION NUMBER: ED084053

PUBLICATION DATE: 72

TITLE: THE URGENT SITUATION OF THE CUIVA INDIANS OF COLOMBIA.

PERSONAL AUTHOR: ARCAND, BERNARD

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; AREA STUDIES; BIAS; CHURCH WORKERS; CIVIL LIBERTIES; *CULTURALLY DISADVANTAGED; ETHNIC STUDIES; *ETHNOCENTRISM; *HUMANIZATION; HUMAN RELATIONS ORGANIZATIONS; LAND SETTLEMENT; LIFE STYLE; SOCIAL DISCRIMINATION; *SOCIOCULTURAL PATTERNS

IDENTIFIER: COLOMBIA; *CUIVA INDIANS

DESCRIPTIVE NOTE: 28P.

THE CUIVA INDIANS OF COLOMBIA ARE NOW THREATENED WITH CULTURAL AND PHYSICAL EXTERMINATION AT THE HANDS OF COLOMBIAN CATTLE HERDERS. THE CUIVA BUILD NO PERMANENT HOUSES AND HAVE NO PERMANENT SETTLEMENTS. THEY DO NOT PRACTICE AGRICULTURE, OBTAINING THEIR FOOD FROM HUNTING AND GATHERING. FOR MORE THAN 4 CENTURIES AFTER THEIR DISCOVERY, LITTLE HAS BEEN KNOWN ABOUT THIS INDIGENOUS POPULATION. UNTIL RECENTLY THE CUIVA HAVE RESISTED EURPOEAN INFLUENCE WITHIN THEIR TERRITORY. ALTHOUGH MOST SETTLERS IN CUIVA TERRITORY ARE RECENT IMMIGRANTS, CATTLE HERDERS FIRST ENTERED THE AREA AT THE END OF THE 19TH CENTURY, AND BEGAN EXTERMINATING THE INDIANS. SETTLEMENT HAS ALSO CONTINUALLY TAKEN AWAY CUIVA HUNTING AREAS, GREATLY DEPLETING FOOD SUPPLIES. ACCORDING TO THE LAWS REGULATING LAND OWNERSHIP, IT IS SUFFICIENT FOR A SETTLER TO BUILD A FENCE AROUND THE PART OF THE SAVANNAH REQUIRED FOR HIS CATTLE AND TO EXPLOIT THIS LAND FOR A FEW YEARS, TO ACQUIRE LEGAL TITLE TO IT. THE CUIVA SEE AS THEIR MOST PRESSING PROBLEM AT THIS TIME THE PROTECTION OF THEIR RIGHT TO THEIR OWN LAND. THE SOLUTION IS TO PROVIDE THE CUIVA WITH THE MEANS TO PURCHASE THEIR OWN LAND. PROFESSIONAL LEGAL ADVICE FROM COLOMBIA COULD BE ARRANGED ON HOW THE PURCHASE OF THIS LAND CAN BEST BE ARRANGED (PERHAPS BY SETTING UP A BOARD OF TRUSTEES). ALSO, THE COLOMBIAN GOVERNMENT MUST BE CONVINCED OF THE URGENT NEED TO PROTECT CUIVA TERRITORY FROM NEW SETTLERS. (FF)

AVAILABILITY: SECRETARIAT OF IWGIA, FREDERIKSHOLMS KANAL 4 A, DK-1220, COPENHAGEN K, DENMARK ($0.50)

ACCESSION NUMBER: ED084054

PUBLICATION DATE: 72

TITLE: THE FOREST INDIANS IN THE PRESENT POLITICAL SITUATION OF PERU.

PERSONAL AUTHOR: VARESE, STEFANO

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; *CROSS CULTURAL STUDIES; CULTURAL FACTORS; DEMOGRAPHY; ETHNIC RELATIONS; *ETHNIC STUDIES; HUMAN RELATIONS ORGANIZATIONS; LAND SETTLEMENT; *POLITICAL SOCIALIZATION; SOCIOCULTURAL PATTERNS; *SOCIOECONOMIC BACKGROUND

IDENTIFIER: *PERU

DESCRIPTIVE NOTE: 29P.

THE ARTICLE FOCUSES ON TRIBAL MINORITIES (AMERICAN INDIANS) OF THE PERUVIAN TROPICAL FOREST FROM THE POINT OF VIEW OF THE POLITICAL CIRCUMSTANCES AND THE GENERAL ADMINISTRATIVE CONDITIONS OF THE COUNTRY. IN 1968 THE REVOLUTIONARY MILITARY GOVERNMENT INITIATED A SERIES OF STRUCTURAL REFORMS WHICH AIMED AT TRANSFORMING PERU. THIS ARTICLE POSES AND ATTEMPTS TO ANSWER CERTAIN QUESTIONS WHICH ANTHROPOLOGY HAS GENERALLY DEALT WITH ON THE BASIS OF AN ANALYSIS OF INTER-ETHNIC RELATIONS, EMPHASIZING IN ITS METHODS THE ASPECTS OF CROSSCULTURAL CONTACT, BUT NEGLECTING THE NATIONAL CONTEXT AND ITS POLITICAL FACTORS. IT IS ASSUMED THAT THE ANSWERS TO THESE QUESTIONS MUST ALSO BE DERIVED FROM AN ANALYSIS WHICH RECOGNIZES THAT INTER-ETHNIC RELATIONS ARE ALSO CLASS RELATIONS. THEREFORE, SUCH FACTORS AS THE SOCIO-ECONOMIC SITUATION OF THE NATIVE SOCIETY WITHIN THE NATIONAL FRAMEWORK, AND ITS DIFFERENTIAL ACCESS OR LACK OF ACCESS TO THE MEANS OF CONTROL OF POLITICAL AND DECISION-MAKING POWER, NECESSARILY ENTER INTO THE ANALYSIS. IT IS IN THIS PERSPECTIVE THAT THE SUBJECT IS EXAMINED, SINCE AN ANALYSIS OF THE MICRO-SITUATION ATTAINS ITS FULL SIGNIFICANCE ONLY INSOFAR AS IT IS LINKED TO THE TOTAL CONTEXT. CONTENTS INCLUDE (1) HISTORICAL NOTES; (2) OUTLINE OF THE PRESENT SITUATION; (3) GEOGRAPHIC DISTRIBUTION OF THE TRIBAL GROUPS; (4) A TENTATIVE DIAGNOSIS; AND (4) PRESENT MEASURES. (FF)

AVAILABILITY: SECRETARIAT OF IWGIA, FREDERIKSHOLMS KANAL 4 A, DK-1220, COPENHAGEN K, DENMARK ($0.50)

ACCESSION NUMBER: ED084057

PUBLICATION DATE: 73

TITLE: URBAN INDIAN ADJUSTMENT.

PERSONAL AUTHOR: STAUSS, JOSEPH H.; CHADWICK, BRUCE A.

DESCRIPTOR: ACCULTURATION; *ADJUSTMENT (TO ENVIRONMENT); ANGLO AMERICANS; EMPLOYMENT; LITERATURE REVIEWS; *NONRESERVATION AMERICAN INDIANS; *RESIDENTIAL PATTERNS; *SOCIAL ADJUSTMENT; SOCIOECONOMIC BACKGROUND; *URBAN IMMIGRATION

IDENTIFIER: *SEATTLE; WASHINGTON

DESCRIPTIVE NOTE: 25P.

THE DEGREE OF ECONOMIC, SOCIAL, AND PSYCHOLOGICAL ADJUSTMENT OF URBAN AMERICAN INDIANS RESIDING IN SEATTLE, WASHINGTON WAS INVESTIGATED. THE ASSUMPTION THAT THE 3 TYPES OF ADJUSTMENT ARE HIGHLY CORRELATED WAS ASSESSED AND HYPOTHESES RELATING LENGTH OF URBAN RESIDENCE AND "INDIANNESS" (OBSERVABLE ACTIONS AND PHYSICAL CHARACTERISTICS) TO URBAN ADJUSTMENT WERE ALSO TESTED. A RANDOM SAMPLE OF 122 INDIANS AND 525 WHITES WHO RETURNED A MAILED QUESTIONNAIRE DURING THE SPRING AND SUMMER OF 1973 WERE INTERVIEWED. THE SAMPLE WAS SELECTED FROM THE TELEPHONE DIRECTORY. ADJUSTMENT WAS DETERMINED BY THE INDIVIDUAL'S INCOME, EDUCATION, OCCUPATION, CURRENT EMPLOYMENT STATUS, NUMBER OF FRIENDS, MEMBERSHIP IN SOCIAL ORGANIZATIONS, DEGREE OF POLITICAL ACTIVITY, NUMBER OF ARRESTS AND LEGAL PROBLEMS, MARITAL STABILITY, AND 4 STANDARDIZED PERSONALITY SCALES. IT WAS DISCOVERED THAT (1) INDIANS WERE POORLY ADJUSTED ECONOMICALLY AND ONLY SLIGHTLY BETTER ADJUSTED SOCIALLY AND PSYCHOLOGICALLY WHEN COMPARED TO URBAN WHITES; (2) ECONOMIC, SOCIAL, AND PSYCHOLOGICAL ADJUSTMENT WERE NOT ASSOCIATED; AND (3) NEITHER THE LENGTH OF TIME LIVED IN THE CITY NOR "INDIANNESS" WERE RELATED TO ADJUSTMENT. (AUTHOR/NQ)

ACCESSION NUMBER: ED084059

PUBLICATION DATE: 73

TITLE: AMERICAN INDIANS OF IDAHO. VOLUME 1. ABORIGINAL CULTURES.

PERSONAL AUTHOR: WALKER, DEWARD E., JR.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; BIBLIOGRAPHIES; *CULTURAL BACKGROUND; *ETHNOLOGY; LEGENDS; *MYTHOLOGY; RELIGION; SOCIAL STRATIFICATION; SOCIOCULTURAL PATTERNS; TRIBES

IDENTIFIER: *IDAHO

DESCRIPTIVE NOTE: 298P.; ANTHROPOLOGICAL MONOGRAPHS OF THE UNIVERSITY OF IDAHO, NUMBER 2

A GENERAL SURVEY OF THE ABORIGINAL AMERICAN INDIAN CULTURES OF IDAHO IS GIVEN IN THIS BOOK. MOST OF THE ANTHROPOLOGICAL AND HISTORICAL WRITING ON THE NATIVE PEOPLES OF THIS REGION ARE SUMMARIZED. IT DOES NOT DEAL WITH CONTEMPORARY INDIAN CULTURES, WHICH WILL BE DESCRIBED IN A SECOND VOLUME ALONG WITH THEIR HISTORY OF CONTACT WITH EURO-AMERICANS. WRITTEN FROM AN ETHNOGRAPHIC POINT OF VIEW, IT IS DESIGNED FOR TEACHERS, STUDENTS, AND PERSONS INTERESTED IN IDAHO'S NATIVE PEOPLES. SIX ABORIGINAL CULTURES ARE DESCRIBED: THE KUTENAI, KALISPEL, COEUR D'ALENE, NEZ PERCE, SHOSHONE-BANNOCK, AND NORTHERN PAIUTE. THE BOOK COVERS (1) THE PRINCIPAL NATURAL AND CULTURAL AREAS EXISTING IN IDAHO ABOUT A.D. 1800-1850 AND (2) THE ABORIGINAL INDIAN LIFE PATTERNS FOR SUBSISTENCE, SOCIAL ORGANIZATION, AND WORLD VIEW AS A GROUP AND BY TRIBE. THE APPENDICES CONTAIN SELECTED MYTHS FOR EACH OF THE 6 GROUPS AND A GLOSSARY OF TERMS USED IN THE TEXT. (NQ)

AVAILABILITY: IDAHO RESEARCH FOUNDATION, INC., P.O. BOX 3367 UNIVERSITY STATION, MOSCOW, IDAHO 83843 ($4.50)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED084060

PUBLICATION DATE: JUN 71

TITLE: AN EDUCATIONAL MODEL FOR PLANNED INTERVENTION IN LANGUAGE DEVELOPMENT.

PERSONAL AUTHOR: DAMRON, REX; ENGELHARDT, KEN

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; CASE STUDIES; DISADVANTAGED YOUTH; ENGLISH (SECOND LANGUAGE); *INTERVENTION; *KINDERGARTEN CHILDREN; *LANGUAGE DEVELOPMENT; LINGUISTIC PERFORMANCE; *MODELS; STANDARDIZED TESTS; STATISTICAL ANALYSIS

DESCRIPTIVE NOTE: 15P.

A PROGRAM OF PLANNED INTERVENTION TO FACILITATE LANGUAGE GROWTH IN KINDERGARTEN CHILDREN AT CHEYENNE EAGLE BUTTE WAS CONDUCTED DURING THE 1970-71 SCHOOL YEAR. THE STUDY SAMPLE CONSISTED OF THE STUDENTS IN 2 KINDERGARTEN CLASSES, ONE CONSIDERED LOW AND ONE CONSIDERED HIGH, AS JUDGED BY FAMILY ECONOMIC BACKGROUND, HEADSTART EXPERIENCE, AND EDUCATIONAL ADVANTAGE. THE LOW GROUP WAS THE EXPERIMENTAL GROUP, WHILE A KINDERGARTEN CLASS IN ANOTHER SCHOOL AND THE HIGH GROUP WERE CONTROL GROUPS. TWO INTERNS IN THE TEACHER CORPS PROJECT, BOTH INDIANS, ADMINISTERED TESTS TO THE STUDENTS. THE INSTRUMENTS USED WERE THE PEABODY PICTURE VOCABULARY TEST AND THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES. THE TEST RESULTS WERE ANALYZED AND INDIVIDUAL STUDENT PROFILES WERE FORMULATED. THE PROGRAM OF PLANNED INTERVENTION WAS THEN IMPLEMENTED, BUILDING ON THE CHILD'S STRENGTHS WHILE CONCOMITANTLY REMEDIATING HIS DEFICITS. THE MAJOR CONCLUSION WAS THAT THE PSYCHOLINGUISTIC METHOD WAS SIGNIFICANTLY BETTER AT TEACHING THE SPECIFIED SET OF SKILLS TO THE SPECIFIED SET OF CHILDREN AND THAT THE USEFULNESS OF THIS MODEL OF TEACHING IS A FRAMEWORK FOR DIAGNOSING AND REMEDYING EDUCATIONAL DEFICITS OF SIOUX INDIAN CHILDREN. A CASE STUDY OF A CHILD IN THE EXPERIMENTAL GROUP WAS ALSO PRESENTED. (PS)

ACCESSION NUMBER: ED084065

PUBLICATION DATE: 73

TITLE: THE NATIVE AMERICAN FACTOR, WITH A PHOTO ESSAY.

PERSONAL AUTHOR: MEREDITH, HOWARD L.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; CULTURAL BACKGROUND; *CULTURAL ENRICHMENT; CULTURAL PLURALISM; ECONOMICS; *ESKIMOS; HISTORY; *INDIVIDUAL POWER; RELIGIOUS CULTURAL GROUPS; RESERVATIONS (INDIAN); SELF DIRECTED GROUPS; SOCIOECONOMIC STATUS; *TRIBES

DESCRIPTIVE NOTE: 104P.; PHOTO ESSAY BY ED ECKSTEIN

THE TEXT DESCRIBES THE AMERICAN INDIAN AND ESKIMO OF THE UNITED STATES AS A PEOPLE THAT ARE NO LONGER PREPARED TO ACCEPT AN INFERIOR POSITION IN THEIR HOMELAND. HISTORY SHOWS THAT THE MAJORITY OF INDIAN PEOPLES WANTED TO SHARE NOT ONLY IN THE MATERIAL ADVANCES MADE BY MODERN SOCIETY BUT ALSO IN THE BASIC EUROPEAN SCIENTIFIC OUTLOOK--AN OUTLOOK COUCHED IN A RATIONALISM WHICH SEEMED TO UNDERCUT TRADITIONAL WAYS OF LIFE AND THOUGHT. TODAY, EDUCATION IS EAGERLY SOUGHT BY THE INDIAN PEOPLE. THROUGH MISMANAGED APPLICATION UNDER FEDERAL CONTROL, HOWEVER, THIS DESIRE HAS BEEN PERVERTED INTO TRAINING AND INDOCTRINATION. CONTENTS INCLUDE (1) HISTORICAL POLICY, (2) SPIRITUALITY, (4) LANGUAGE, (5) ECONOMICS, AND (6) PLURALISM. (FF)

AVAILABILITY: THE EXECUTIVE COUNCIL OF THE EPISCOPAL CHURCH, 815 SECOND AVENUE, NEW YORK, NEW YORK 10017 ($1.50)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED084067

PUBLICATION DATE: FEB 73

TITLE: NORTH AMERICAN INDIANS: A COMPREHENSIVE ANNOTATED BIBLIOGRAPHY FOR THE SECONDARY TEACHER.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BOOKS; CULTURE; DEMOGRAPHY; HISTORY; *LITERATURE REVIEWS; *SECONDARY SCHOOL TEACHERS; TRIBES

DESCRIPTIVE NOTE: 126P.

APPROXIMATELY 1,490 BOOKS AND ARTICLES PUBLISHED BETWEEN 1871-1971 ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY ON THE NORTH AMERICAN INDIAN. THE BIBLIOGRAPHY IS PRIMARILY FOR SECONDARY TEACHERS AND EDUCATORS AND THOSE WHO ARE CONCERNED ABOUT SECURING MATERIALS RELATING TO AMERICAN INDIANS. (FF)

AVAILABILITY: MR. GEORGE A. GILL, CENTER FOR INDIAN EDUCATION, FARMER COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281 ($2.00)

ACCESSION NUMBER: ED084074

PUBLICATION DATE: 73

TITLE: CONCEPTS AND SIGNIFICANCE OF TRIBAL HISTORY/LITERATURE PROJECTS.

PERSONAL AUTHOR: WARREN, DAVE

DESCRIPTOR: *AMERICAN INDIANS; CHANGING ATTITUDES; COMMUNITY CONTROL; *CULTURAL BACKGROUND; CULTURAL PLURALISM; *HISTORY; *PROJECTS; RESERVATIONS (INDIAN); RESOURCES; SCHOOL COMMUNITY RELATIONSHIP; SELF CONCEPT; SOCIOECONOMIC STATUS; *TRIBES; URBANIZATION

DESCRIPTIVE NOTE: 12P.

THE EMPHASIS OF THIS PAPER IS THAT AMERICAN INDIAN TRIBAL HISTORY AND LITERATURE SHOULD BE IN CONTEXT WITH MAJOR DEVELOPMENTS THAT ARE TAKING PLACE NATIONALLY. SUCH MOVEMENTS AS URBANISM, SELF-DETERMINATION, CULTURAL PLURALISM, TRIBALISM AND INSTITUTIONAL RELATIONSHIPS EACH HAVE SPECIAL MEANING IN THE AFFAIRS OF THE INDIAN COMMUNITIES. IT IS DIFFICULT TO PREDICT WHAT THE MAJOR SIGNIFICANCE WILL BE OF THESE MOVEMENTS. AS INDIAN COMMUNITIES UNDERGO COMPLEX CHANGES (WHILE MAINTAINING A FUNDAMENTAL CONTINUITY OF CULTURE) IN RESPONSE TO THE VAST ARRAY OF FORCES, IT BECOMES MORE APPARENT THAT THE INDIAN COMMUNITY MAY HOLD THE ONLY EXPERTISE FOR DESIGNING AN EDUCATION SYSTEM THAT MAINTAINS ITS CULTURAL INTEGRITY. THE PROJECT OFFERS THE INDIAN PEOPLE THE OPPORTUNITY TO ORGANIZE (INCLUDING SELECTION AND INTERPRETATION) MATERIALS AND OTHER RESOURCES THEY ALONE POSSESS. (FF)

ACCESSION NUMBER: ED084077

PUBLICATION DATE: AUG 70

TITLE: A COMPARATIVE STUDY OF A SELECTED INDIAN STUDENT POPULATION WITH THE NORMING POPULATION ON TWO I. T. P. A. SUBTESTS.

PERSONAL AUTHOR: SNELL, DWAYNE E.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; ANGLO AMERICANS; *COMPARATIVE ANALYSIS; *ELEMENTARY SCHOOL TEACHERS; ENGLISH; LANGUAGE SKILLS; *NORM REFERENCED TESTS; *PSYCHOLINGUISTICS; TESTING

IDENTIFIER: ILLINOIS TEST OF PSYCHO LINGUISTICS ABILITIES; ITPA; *SIOUX INDIANS

DESCRIPTIVE NOTE: 47P.; MASTER'S PROJECT PAPER, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

A COMPARATIVE STUDY BETWEEN THE SIOUX CHILDREN IN THIS STUDY AND THE WHITE MIDDLE-CLASS CHILDREN USED IN STANDARDIZING THE ILLINOIS TEST OF PSYCHO-LINGUISTIC ABILITIES (ITPA) MAY REVEAL AREAS OF DISTINCTIVE DIFFERENCES BETWEEN THE 2 POPULATIONS IN SPECIFIC LANGUAGE USE. THE 59 SELECTED INDIAN CHILDREN WERE FROM THE FORT THOMPSON SCHOOL, WERE BETWEEN THE AGES OF 5-9, AND IN GRADES K-3. THE FINDINGS INDICATED THAT THE OVERALL PERFORMANCE OF THIS INDIAN GROUP MISSED THE NORMING POPULATION BY ONLY 11-12 PERCENT. THERE WAS EVIDENCE THAT MANY INDIAN STUDENTS ARE TOP PERFORMERS IN VOCABULARY AND ASSOCIATIVE WORD MEANINGS. IT APPEARED THE ITPA CAN BE A VALID DIAGNOSTIC INSTRUMENT FOR SIOUX INDIAN STUDENTS, IF IT IS UNDERSTOOD THAT THE SCORES MAY BE SKEWED SLIGHTLY TOWARD THE LOW END OF ACHIEVEMENT. THREE MAJOR RECOMMENDATIONS ARE (1) FURTHER STUDIES USING THE ENTIRE ITPA WITH INDIAN STUDENTS ARE WARRANTED AND NECESSARY FOR MORE ACCURATE COMPARISONS WITH THE NORMING POPULATION; (2) THE ITPA SHOULD BE USED FOR DIAGNOSIS OF PSYCHOLINGUISTIC ABILITIES; AND (3) THE ITPA COULD BE BEST USED FOR DETERMINING INDIVIDUAL STRENGTHS AND WEAKNESSES WITHIN A BATTERY OF TESTS. (FF)

ACCESSION NUMBER: ED085103

PUBLICATION DATE: FEB 73

TITLE: REPORT ON NATIVE AMERICAN ASSESSMENT COLLOQUY (ALBUQUERQUE, NEW MEXICO, FEBRUARY 26-27, 1973). SUMMARY.

PERSONAL AUTHOR: WARRIOR, DELLA C.

DESCRIPTOR: *AMERICAN INDIANS; CHILD DEVELOPMENT; COMMUNITY INVOLVEMENT; *CULTURAL AWARENESS; DISADVANTAGED YOUTH; EDUCATIONAL CHANGE; EDUCATIONAL OBJECTIVES; INTERVENTION; *PARAPROFESSIONAL SCHOOL PERSONNEL; PARENT PARTICIPATION; *PRESCHOOL EDUCATION; TEACHER ATTITUDES; *TRAINING

IDENTIFIER: CDA; *CHILD DEVELOPMENT ASSOCIATION; TEACHER COMPETENCIES

DESCRIPTIVE NOTE: 99P.

THIS REPORT INCLUDES A COLLECTION OF EIGHT PAPERS PRESENTED AT THE NATIVE AMERICAN COLLOQUY. THE ALL-INDIAN CONSULTANTS DISCUSS THE IMPLICATIONS OF THE CDA CONCEPT AS IT RELATES SPECIFICALLY TO INDIAN CURRICULUM, TRIBAL EDUCATION, TRAINING, EDUCATIONAL CHANGE AND ASSESSMENT. THE PRESENTATIONS ARE OF PARTICULAR VALUE TO ADMINISTRATORS, EARLY CHILDHOOD TEACHERS AND SPECIALISTS. (AUTHOR/SET)

ACCESSION NUMBER: ED085126

PUBLICATION DATE: MAY 73

TITLE: SOCIAL WELFARE PROBLEMS OF THE NAVAJO NATION: A PERCEPTUAL STUDY OF SOCIAL WELFARE NEEDS.

PERSONAL AUTHOR: ROANHORSE, EVELYN SHARL

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; COMMUNITY INFLUENCE; EDUCATION; EMPLOYMENT; HISTORY; INDIVIDUAL POWER; LOCAL GOVERNMENT; *NEEDS; POLICY FORMATION; *PROGRAM IMPROVEMENT; *SERVICES; *SOCIAL WELFARE

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 95P.; MSW RESEARCH PROJECT, ARIZONA STATE UNIVERSITY, TEMPE

THE PURPOSES OF THIS STUDY WERE, FIRST, TO IDENTIFY THE WAYS NAVAJOS HAVE HISTORICALLY MET THEIR NEEDS, POINTING OUT WAYS IN WHICH AMERICAN SOCIETY HAS DEALT WITH THEIR SOCIAL WELFARE PROBLEMS, AND SECOND, TO DETERMINE TO WHAT EXTENT PRESENT DAY SOCIAL WELFARE SERVICES HAVE MET THESE NEEDS. THE STUDY POPULATION CONSISTED OF 112 NAVAJO WORKERS FROM 32 TRADITIONAL AGENCIES IN TUBA CITY AND WINDOW ROCK (ARIZONA). THE RESPONDENTS' MAJOR UNMET NEEDS, AND THEIR ORDER OF IMPORTANCE, WERE (1) AGENCY SUPPLIED NEEDS; (2) SURVIVAL NEEDS; (3) EMPLOYMENT NEEDS; AND (4) EDUCATIONAL NEEDS. A MAJORITY OF THE RESPONDENTS FELT THERE WERE MAJOR ADVANTAGES IN A TRIBAL TAKEOVER OF PROGRAMS AND PLANNING. IT WAS RECOMMENDED THAT THERE BE AN ALL OUT EFFORT TO MEET AND SATISFY TRIBAL REQUIREMENTS. AGENCY COOPERATION AND ALLOWANCE FOR NAVAJO SELF-DETERMINATION AND INPUT INTO PROGRAMS AFFECTING THE TRIBE WERE ALSO NECESSITIES. (KM)

ACCESSION NUMBER: ED085129

PUBLICATION DATE: 2 NOV 72

TITLE: BIBLIOGRAPHY FOR PROFESSIONAL DEVELOPMENT.

PERSONAL AUTHOR: FEHR, HELEN, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; CHILDREN; *CULTURAL BACKGROUND; *ECONOMIC FACTORS; *EDUCATION; LANGUAGE; LEGENDS; SOCIAL FACTORS

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 76P.

INFORMATION PUBLISHED BETWEEN 1953 AND 1970 ON THE AMERICAN INDIAN IS INCLUDED IN THIS ANNOTATED BIBLIOGRAPHY. THE BIBLIOGRAPHY IS DESIGNED TO AID PROFESSIONAL DEVELOPMENT IN THE FIELD OF EDUCATION AND ATTEMPTS TO CATEGORIZE AND SEPARATE FIELDS OF INTEREST. MAJOR TOPICS ARE CULTURE, EDUCATION, ETHNOLOGY, FOLKLORE, ART, HOUSING, HISTORY, LANGUAGE, SOCIAL CONDITIONS, WARS, AND NATIVISTIC MOVEMENTS. THE APPENDIX CONSISTS OF A LIST OF PUBLISHERS OF MATERIALS IN THE BIBLIOGRAPHY. ALSO INCLUDED IS A LIST OF CANADIAN BOOK WHOLESALERS. (PS)

AVAILABILITY: INDIAN AND NORTHERN CURRICULUM RESOURCES CENTRE, ROOM 3097, EDUCATION BUILDING, UNIVERSITY OF SASKATCHEWAN, SASKATOON, SASKATCHEWAN ($2.50)

ACCESSION NUMBER: ED085130

PUBLICATION DATE: AUG 73

TITLE: REPORT OF FINAL EVALUATION ESEA TITLE I PROJECTS, FISCAL YEAR 1973; PHOENIX AREA, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF INTERIOR.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *ANNUAL REPORTS; EXPENDITURES; LANGUAGE DEVELOPMENT; MATHEMATICS; PARAPROFESSIONAL SCHOOL PERSONNEL; PARENT ASSOCIATIONS; PHYSICAL EDUCATION; PROFESSIONAL PERSONNEL; READING; STUDENT ENROLLMENT; *SUMMATIVE EVALUATION; *TABLES (DATA)

IDENTIFIER: ARIZONA; *BUREAU OF INDIAN AFFAIRS; PHOENIX

DESCRIPTIVE NOTE: 78P.; RELATED DOCUMENT IS ED069459

A SUMMARY OF THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS OPERATED IN THE BUREAU OF INDIAN AFFAIRS (BIA), PHOENIX AREA, DURING FISCAL YEAR 1973 IS GIVEN IN THIS EVALUATION REPORT ON A SCHOOL BY SCHOOL BASIS. DATA, PRESENTED BY CHARTS AND GRAPHS, COVER: THE BIA'S ORGANIZATION; STUDENT ENROLLMENT IN THE PHOENIX AREA; SCHOOL EXPENDITURES; STUDENT PARTICIPATION BY COMPONENT AND SCHOOL; PROFESSIONAL AND PARAPROFESSIONAL STAFF; PARENT COUNCIL INVOLVEMENT; AND STUDENT ACHIEVEMENT IN READING, LANGUAGE, MATHEMATICS, SPECIAL EDUCATION, AND PHYSICAL EDUCATION. THE DATA IN THIS REPORT SHOW THAT, EXCEPT FOR A FEW ISOLATED GRADES IN SOME SCHOOLS, PROJECTS WERE VERY SUCCESSFUL DURING 1973. STUDENTS IN EVERY GRADE GAINED AT OR ABOVE THE NATIONAL AVERAGE IN READING AND LANGUAGE AND, WITH THE EXCEPTION OF STUDENTS IN GRADES 3 AND 11, ALSO IN MATHEMATICS. THE FOLLOWING RECOMMENDATIONS ARE MADE: (1) SCHOOLS SHOWING LOW GAINS IN READING AND MATHEMATICS SHOULD CRITICALLY EVALUATE THEIR PROGRAMS TO SEE WHAT IS HINDERING THEIR STUDENTS AND (2) PROJECTS WHICH ARE DEMONSTRATING CONSISTENT GAINS IN EVERY GRADE SHOULD ATTEMPT TO HAVE THE REGULAR PROGRAM INSTITUTE THE ACTIVITIES THROUGHOUT THE SCHOOL. (NQ)

ACCESSION NUMBER: EDC85131

PUBLICATION DATE: AUG 73

TITLE: SUMMARY OF THE REPORT OF FINAL EVALUATION, ESEA TITLE I PROJECTS, FISCAL YEAR 1973; PHOENIX AREA, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF INTERIOR.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *ANNUAL REPORTS; EXPENDITURES; LANGUAGE DEVELOPMENT; MATHEMATICS; PARAPROFESSIONAL SCHOOL PERSONNEL; PHYSICAL EDUCATION; PROFESSIONAL PERSONNEL; READING; SPECIAL EDUCATION; STUDENT ENROLLMENT; *SUMMATIVE EVALUATION; *TABLES (DATA)

IDENTIFIER: ARIZONA; *BUREAU OF INDIAN AFFAIRS; PHOENIX

DESCRIPTIVE NOTE: 24P.

A COMPOSITE SUMMARY OF THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS OPERATED IN THE BUREAU OF INDIAN AFFAIRS (BIA), PHOENIX AREA, DURING FISCAL YEAR 1973 IS GIVEN ON AN AREA-WIDE BASIS. DATA, PRESENTED BY CHARTS AND GRAPHS, COVER: THE BIA'S ORGANIZATION; ENROLLMENT IN THE PHOENIX AREA SCHOOLS BY AGENCY AND SCHOOL; EXPENDITURES; STUDENT PARTICIPATION; PROFESSIONAL AND PARAPROFESSIONAL STAFF BY COMPONENT; PROFESSIONAL STAFF TRAINING AND EXPERIENCE; AND STUDENT ACHIEVEMENT IN READING, LANGUAGE, MATHEMATICS, SPECIAL EDUCATION, AND PHYSICAL EDUCATION. THE DATA SHOW THAT (1) STUDENTS RECEIVING TITLE I SERVICES IN THE PHOENIX AREA ARE GAINING A MONTH OF PROGRESS IN READING AND LANGUAGE FOR EVERY MONTH SPENT IN SCHOOL AND (2) THE RESULTS IN MATHEMATICS AND SPECIAL EDUCATION ARE NOT AS SUBSTANTIAL AS THOSE IN READING AND LANGUAGE BUT MET OR EXCEEDED THE EXPECTED GAINS THAT WOULD HAVE OCCURRED IF THE STUDENTS HAD NOT RECEIVED TITLE I SERVICES. (NQ)

ACCESSION NUMBER: ED085132

PUBLICATION DATE: DEC 73

TITLE: DENTAL HEALTH CARE MODELS OF SOUTHWEST CULTURES. FINAL REPORT.

PERSONAL AUTHOR: PETTIBONE, TIMOTHY J.; SOLIS, ENRIQUE, JR.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *CROSS CULTURAL STUDIES; CULTURAL FACTORS; DEMOGRAPHY; *DENTAL HEALTH; MEXICAN AMERICANS; *MODELS; PSYCHOLOGICAL STUDIES; *RURAL URBAN DIFFERENCES; *SOCIAL FACTORS; STATISTICAL ANALYSIS

DESCRIPTIVE NOTE: 181P.; GRANT NO. R01 DH00211 01

THE MAJOR GOAL OF THIS RESEARCH WAS THE DEVELOPMENT AND VALIDATION OF CULTURAL MODELS OF DENTAL HEALTH PRACTICES. THE SPECIFIC OBJECTIVES WERE TO DETERMINE IF 3 CULTURAL GROUPS (AMERICAN INDIANS, MEXICAN AMERICANS, AND ANGLO AMERICANS) DIFFER IN THE DENTAL HEALTH HYGIENE INDICES, CHARACTERISTICS, PSYCHOLOGICAL FACTORS, OR SOCIAL FACTORS; TO DEVELOP EXPLANATORY MODELS OF DENTAL HEALTH PRACTICES; AND TO CROSS VALIDATE THE MODELS. TWO KINDS OF INFORMATION WERE OBTAINED--PERSONAL INTERVIEWS AND DENTAL EXAMINATIONS. DATA WERE COLLECTED DURING SPRING 1972 FOR THE FIRST YEAR PHASE AND DURING FALL 1972 AND SPRING 1973 FOR THE VALIDATION. THE INFORMATION WAS SUMMARIZED AND ANALYZED BY DESCRIPTIVE STATISTICS, ANALYSIS OF VARIANCE, AND PATH ANALYSIS. SIX SEPARATE MODELS WERE DISCUSSED AND ANALYZED. IT WAS FOUND THAT SIMILARITIES EXIST IN THE MODELS DEVELOPED ACROSS DIMENSIONS OF ETHNICITY AND RESIDENTIAL GROUPINGS, AND THAT FINANCIAL FACTORS AND "SYMPTOMATIC ORIENTATION TOWARD DENTAL CARE" WERE THE GREATEST DETERMINANTS OF DENTAL CARE BEHAVIOR. COPIES OF THE INTERVIEW QUESTIONNAIRE AND THE DENTAL EXAMINATION FORM WERE INCLUDED. (PS)

ACCESSION NUMBER: ED085137

PUBLICATION DATE: JUL 70

TITLE: LANGUAGE DEVELOPMENT: SYNTACTICAL COMPLEXITY OF RESERVATION SIOUX INDIAN CHILDREN.

PERSONAL AUTHOR: IVERSON, DOROTHY

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIAN LANGUAGES; BILINGUAL STUDENTS; ENGLISH (SECOND LANGUAGE); *LANGUAGE DEVELOPMENT; LANGUAGE SKILLS; *RESERVATIONS (INDIAN); *SECOND LANGUAGE LEARNING; *SYNTAX

IDENTIFIER: *SIOUX

DESCRIPTIVE NOTE: 62P.; MASTER'S THESIS, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE PURPOSE OF THIS STUDY WAS TO DESCRIBE THE SYNTACTICAL COMPLEXITY OF THE LEVEL OF ENGLISH WHICH IS EASILY UNDERSTOOD AND FREELY USED BY A SELECTED GROUP OF BILINGUAL SIOUX INDIAN CHILDREN. THE STUDY WAS DESIGNED TO DETERMINE A BASIS FOR A LACK OF LANGUAGE FLUENCY AS A CONTRIBUTING FACTOR IN THE CROSS-OVER PHENOMENON OF THESE INDIAN CHILDREN IN THE MIDDLE ELEMENTARY SCHOOL YEARS. A TOTAL OF 15 10-YEAR OLD RESERVATION CHILDREN WERE INTERVIEWED. THESE CHILDREN WERE RANDOMLY SELECTED FROM THE 4TH AND 5TH GRADES AT FORT THOMPSON DAY SCHOOL, CROW CREEK INDIAN RESERVATION, SOUTH DAKOTA. THE CHILDREN'S RESPONSES WERE EXAMINED FOR THE DEGREE OF SYNTACTICAL COMPLEXITY THEY UNDERSTOOD. THEY WERE FOUND TO HAVE A LANGUAGE LAG OR LACK OF SEVERAL TEST CONSTRUCTIONS. A LAG WAS INDICATED IN THE EASY/HARD TO SEE CONSTRUCTION, IN THE PRONOMINALIZATION CONSTRUCTION, AND ON THE QUESTION FORM OF ASK/TELL. THE ASK/TELL CONSTRUCTION SHOWED THE MOST SIGNIFICANT DEFICIENCY. IT WAS FELT THAT FURTHER STUDY OF THE DEFICIENT AREAS WOULD BE MOST HELPFUL TO TEACHERS, SUPERVISORS, AND CURRICULUM DIRECTORS ASSOCIATED WITH INDIAN STUDENTS, AND COULD AVOID MUCH OF THE CONFUSION AND POOR SELF-IMAGE RESULTING FROM THIS DEFICIT. (FF)

AVAILABILITY: INTER-LIBRARY LOAN FROM NORTHERN STATE COLLEGE, ABERDEEN, SOUTH CAKOTA

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED085138

PUBLICATION DATE: JUL 70

TITLE: A COMPARATIVE STUDY OF CULTURE HERO MOTIFS IN THE BIBLE AND IN THE FOLKLORE OF THE PLAINS INDIANS.

PERSONAL AUTHOR: JOB, MARCUS

DESCRIPTOR: *AMERICAN INDIANS; *BIBLICAL LITERATURE; COMPARATIVE ANALYSIS; *CROSS CULTURAL STUDIES; FOLK CULTURE; HISTORY; LEGENDS; MYSTICISM; *MYTHOLOGY; *PARALLELISM (LITERARY); RELIGION; SYMBOLS (LITERARY)

IDENTIFIER: *NORTH AMERICAN PLAINS INDIANS

DESCRIPTIVE NOTE: 93P.; MASTER'S THESIS, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

IT WAS THE PURPOSE OF THIS PAPER TO: (1) COMPARE CULTURE HERO MOTIFS IN THE TALES OF THE NORTH AMERICAN PLAINS INDIANS WITH SIMILAR MOTIFS IN THE BIBLE, PARTICULARLY THE OLD TESTAMENT; (2) SHOW THE EXTENT TO WHICH THESE SIMILARITIES OCCURRED; AND (3) INVESTIGATE THE PROBABLE CAUSES AND EFFECTS OF THE SIMILARITIES AND HOW THEY APPLY TO THE ARCHETYPCAL MYTH THEORY. THE MAJOR PARALLEL MOTIFS COMPARED ARE: (1) THE FIRST HERO: A CREATOR; (2) THE NEW HEROES: A LEGACY OF ERROR; (3) THE TRIUMPHANT HERO: A CINDERELLA; (4) THE HERO: HIS SOURCE OF POWER; (5) THE HERO: A TRICKSTER; AND (6) THE HERO: HIS FINAL SACRIFICE. ADDITIONAL MOTIFS ARE GIVEN IN THE SUMMARY. TEXTS OF INDIAN NARRATIVES TOO LONG FOR THE BODY OF THE THESIS APPEAR IN THE 7 APPENDIXES. (KM)

AVAILABILITY: INTER-LIBRARY LOAN FROM NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED085139

PUBLICATION DATE: JUL 70

TITLE: A STUDY OF THE PROBLEMS OF INDIAN STUDENTS IN SELECTED MINNESOTA COLLEGES.

PERSONAL AUTHOR: WOLF, RAYMOND R.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGES; *COLLEGE STUDENTS; *EDUCATIONAL EXPERIENCE; EDUCATIONAL NEEDS; *FINANCIAL SUPPORT; HIGHER EDUCATION; *STUDENT PROBLEMS

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 51P.; MASTER'S THESIS, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE PURPOSE OF THIS STUDY WAS TO IDENTIFY AND ANALYZE SOME OF THE PROBLEMS AMERICAN INDIAN STUDENTS CONFRONT IN MINNESOTA COLLEGES. DATA WAS OBTAINED BY A CLOSED QUESTIONNAIRE SENT TO 100 INDIAN STUDENTS ATTENDING MINNESOTA COLLEGES OR UNIVERSITIES. ALL QUESTIONNAIRES WERE MAILED AFTER THE FINAL QUARTER OF THE SCHOOL TERM HAD BEGUN. THERE WAS A 40% RETURN. A SIGNIFICANT FINDING WAS THAT THE RESPONDENTS FELT THEY HAD POOR ACADEMIC PREPARATION FOR COLLEGE. ALSO, HALF THE STUDENTS FELT THEY HAD FEWER FUNDS TO ATTEND COLLEGE THAN THEIR NON-INDIAN COUNTERPARTS. THIS FINANCIAL PROBLEM, HOWEVER, DOES NOT SEEM TO BE A PROBLEM UNIQUE TO INDIANS. THERE WERE NO SIGNIFICANT PROBLEMS WHICH COULD BE IDENTIFIED AS DISTINCTIVELY "INDIAN." (FF)

ACCESSION NUMBER: ED085141

PUBLICATION DATE: 7 SEP 73

TITLE: ARIZONA COMMISSION OF INDIAN AFFAIRS 1972-73 ANNUAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; COMMUNICATION (THOUGHT TRANSFER); GOVERNMENT PUBLICATIONS; PERIODICALS; PROJECTS; *RESERVATIONS (INDIAN); SELF CONCEPT; STATE LEGISLATION; *STATE PROGRAMS; *TRIBES

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 25P.; RELATED DOCUMENT IS ED068217

THE ARIZONA COMMISSION OF INDIAN AFFAIRS (ACIA) 1972-73 ANNUAL REPORT STUDIES CONDITIONS AMONG AMERICAN INDIANS RESIDING IN ARIZONA. THE COMMISSION ALSO HAS THE RESPONSIBILITY FOR IMPROVING COMMUNICATIONS, UNDERSTANDING, AND WORKING RELATIONSHIPS BETWEEN ALL CONCERNED. ANOTHER GOAL IS TO PROMOTE UNDERSTANDING AND FELLOWSHIP IN THE AREAS OF INDIAN AFFAIRS AS WELL AS TO COOPERATE AND ASSIST THE TRIBES IN DEVELOPING SELF-DETERMINATION. THE REPORT COVERS: (1) ARIZONA INDIAN TOWN HALL CONFERENCE (WATER RIGHTS); (2) COMMISSION APPOINTMENTS; (3) FINANCIAL AUDIT; (4) COMMISSION LEGISLATION; (5) INDIAN SEMINAR (SUB-COMMITTEE ON TAXATION); (6) RESERVATION FLOOD AREAS (RESOLUTION); (7) TELEVISED EDUCATIONAL PROGRAMS; AND (8) PUBLICATIONS. A SPECIAL FEATURE ON THE COCOPAH TRIBE IS INCLUDED. PROJECTS COMPLETED FOR THE 1972-73 YEAR ARE (1) TRIBAL DIRECTORY 1973; (2) SENATE BILLS 1238 AND 1025--COMMISSION'S ENABLING LEGISLATION; (3) RESERVATION FLOOD CONTROL (RESOLUTION); (4) OFFICE OF ECONOMIC OPPORTUNITY FUNDING CUTBACK; (5) INDIAN FEDERAL LEGISLATIVE DIGEST; AND (6) SUB-COMMITTEE ON TAXATION. (FF)

ACCESSION NUMBER: ED085144

PUBLICATION DATE: JUN 73

TITLE: ESTIMATES OF RESIDENT INDIAN POPULATION AND LABOR FORCE STATUS; BY STATE AND RESERVATION: MARCH 1973.

DESCRIPTOR: *AMERICAN INDIANS; *ESKIMOS; *LABOR FORCE; MINORITY GROUPS; POPULATION DISTRIBUTION; *RESERVATIONS (INDIAN); STATISTICAL DATA; TABLES (DATA); *UNEMPLOYMENT

DESCRIPTIVE NOTE: 19P.

THE LABOR FORCE REPORT INCLUDES ALL AMERICAN INDIANS 16 YEARS AND OLDER EXCEPT FOR THOSE WHO CANNOT WORK BECAUSE THEY ARE ATTENDING SCHOOL, CARING FOR CHILDREN, OR BECAUSE OF DISABILITY, RETIREMENT, OR AGE. THE TOTAL POPULATION DISTRIBUTED BY BROAD AGE GROUPS AND BY SEX IS GIVEN. LABOR FORCE STATUS IS NOT KNOWN FOR THE VARIOUS AGE GROUPS. SINCE INFORMATION IS LACKING, LABOR FORCE STATUS IS NOT ESTIMATED FOR OVER 30,000 INDIANS, MOSTLY THE RURAL CALIFORNIA GROUP. THE LOCAL AGENCY OFFICES OF THE BUREAU OF INDIAN AFFAIRS ESTIMATE THE FIGURES USING WHATEVER INFORMATION IS AVAILABLE. ACCURACY VARIES FROM PLACE TO PLACE; IT IS PARTICULARLY DIFFICULT TO ESTIMATE FOR ALASKA, OKLAHOMA, AND THE NAVAJO RESERVATION WHERE INDIANS ARE SCATTERED OVER ENORMOUS GEOGRAPHIC AREAS. THE TERM RESIDENT INDIAN MEANS INDIANS LIVING ON OR NEAR FEDERAL RESERVATIONS. IT ALSO INCLUDES INDIANS LIVING IN FORMER RESERVATION AREAS OF OKLAHOMA, AND ALL INDIANS AND ALASKA NATIVES IN ALASKA. (FF)

ACCESSION NUMBER: ED085147

PUBLICATION DATE: 20 JUL 72

TITLE: CLASH OF CULTURES: A REPORT OF THE INSTITUTE ON "THE AMERICAN INDIAN STUDENT IN HIGHER EDUCATION" (SAINT LAWRENCE UNIVERSITY, JULY 10-28, 1972).

PERSONAL AUTHOR: SANDSTROM, ROY H., ED.

DESCRIPTOR: ACHIEVEMENT; ADULT EDUCATION; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *COMMUNITY DEVELOPMENT; CURRICULUM DEVELOPMENT; EDUCATIONAL INNOVATION; EDUCATIONAL OBJECTIVES; FINANCIAL SUPPORT; *HIGHER EDUCATION; HISTORY; INFORMATION SERVICES; *TEACHER EDUCATION; VOCATIONAL EDUCATION; *WORKSHOPS

DESCRIPTIVE NOTE: 132P.; RELATED DOCUMENT IS ED060973

THE REPORT ON THE AMERICAN INDIAN STUDENT IN HIGHER EDUCATION ACTS AS A GUIDE FOR INDIAN STUDENTS AND AS A RESOURCE FOR EDUCATORS. THE PRACTICAL OBJECTIVES OF THIS INSTITUTE COULD BE BROADLY DEFINED AS THE TRANSMISSION OF A SENSITIVITY FOR THE SPECIAL PROBLEMS OF PROSPECTIVE INDIAN STUDENTS IN GAINING ENTRANCE TO ANY ONE OF A VARIETY OF EDUCATIONAL INSTITUTIONS AND SUCCESSFULLY COMPLETING THE COURSE STUDY. SPECIFIC PROBLEMS WHICH WERE GIVEN ATTENTION INCLUDE ADMISSIONS, FINANCIAL AID, COUNSELING, DEVELOPMENTAL EDUCATION, CURRICULUM REFORM AND NATIVE AMERICAN STUDIES, CONTINUING AND ADULT EDUCATION, VOCATIONAL EDUCATION, AND TEACHER EDUCATION PROGRAMS. THE REPORT EMPHASIZES THE PREEMINENT NEED FOR DEVELOPING MULTICULTURAL TEACHER EDUCATION. TEACHER TRAINING WHICH DEVELOPS A SENSITIVITY TO NATIVE AMERICAN CONCERNS MIGHT BE THE KEY TO THE IMPROVEMENT OF INDIAN EDUCATION. THREE MODEL TEACHER TRAINING PROGRAMS AND THE RECOMMENDATIONS OF THE TEACHER EDUCATION WORKSHOP COMMITTEE ARE GIVEN AS GUIDES FOR THE DEVELOPMENT OF IMPROVED PROGRAMS AT TEACHER COLLEGES. THE REPORT ALSO CONVEYS AN OVERALL KNOWLEDGE AND UNDERSTANDING OF HISTORICAL AND CONTEMPORARY INDIAN CULTURE, LIFE EXPERIENCE, AND CONFLICTS WITH THE DOMINANT SOCIETY. (FF)

ACCESSION NUMBER: ED085151

PUBLICATION DATE: JUN 71

TITLE: INFLUENCES AFFECTING ARTISTIC EXPRESSION OF INDIAN CHILDREN AT THE PIERRE BOARDING SCHOOL.

PERSONAL AUTHOR: GAIKOWSKI, LAWRENCE J.

DESCRIPTOR: *AMERICAN INDIANS; *ART EXPRESSION; *BOARDING SCHOOLS; CHILD DEVELOPMENT; CREATIVITY; CULTURAL BACKGROUND; *ENVIRONMENTAL INFLUENCES; *HANDICRAFTS; MASTERS THESES; SELF EXPRESSION; STUDENT REACTION

IDENTIFIER: SOUTH DAKOTA

DESCRIPTIVE NOTE: 36P.; AVAILABLE IN MICROFICHE ONLY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. MASTER'S THESIS, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE STUDY DETERMINED FACTORS WHICH MAY INFLUENCE THE ARTISTIC EXPRESSION OF AMERICAN INDIAN CHILDREN AT THE PIERRE BOARDING SCHOOL, SOUTH DAKOTA. TO ACHIEVE THIS GOAL, 10 CHILDREN WERE JUDGED AS HAVING ABOVE AVERAGE ARTISTIC ABILITY AND 10 AS HAVING AVERAGE OR BELOW AVERAGE ARTISTIC ABILITY. DATA WERE OBTAINED BY: (1) A THOROUGH REVIEW OF LITERATURE TO GAIN A BACKGROUND FOR THIS STUDY; (2) OBSERVATIONS OF THE ARTS AND CRAFTS PROGRAM AT THE BOARDING SCHOOL AT DIFFERENT INTERVALS (AN INTERVIEW WAS ALSO HELD WITH THE INSTRUCTOR TO INVOLVE HIM AS A CONSULTANT FOR THE PROJECT); AND (3) INTERVIEWS WITH EACH CHILD IN THIS STUDY. IT APPEARED THAT PURPOSEFUL OR MEANINGFUL USE OF TIME WAS DIRECTED TO AN EXPRESSION OF HANDWORK, OFTEN ARTISTIC. LEISURE TIME ACTIVITIES, FAMILY INFLUENCES, AND SCHOOL ACTIVITIES AFFECTED STUDENTS' ARTISTIC ABILITY. THE MORE ARTISTIC GROUP SCORED CONSISTANTLY HIGHER IN ARTISTIC EXPRESSION. INDIAN CHILDREN USUALLY EXPRESSED THEMSELVES MANUALLY RATHER THAN VERBALLY, OFTEN ARTISTICALLY. SOME RECOMMENDATIONS WERE (1) CLASSROOM PROJECTS COULD BE DONE THROUGH THE ART MEDIA; AND (2) MATH COULD BE TAUGHT THROUGH BEADING AND WOOD WORKING. (FF)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

ACCESSION NUMBER: ED085154

PUBLICATION DATE: AUG 73

TITLE: AN EVALUATION PROJECT: THE PIERRE INDIAN SCHOOL. OBJECTIVE #1. EVALUATION OF THE 1972-73 SCHOOL PROGRAM. FINAL REPORT.

PERSONAL AUTHOR: STREIFF, PAUL R.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING SCHOOLS; COCURRICULAR ACTIVITIES; CURRICULUM; EDUCATIONAL NEEDS; EDUCATIONAL PHILOSOPHY; PERSONNEL EVALUATION; *PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; PSYCHOEDUCATIONAL CLINICS; SCHOOL COMMUNITY RELATIONSHIP; SOCIAL SERVICES; *STUDENT BEHAVIOR

IDENTIFIER: BUREAU OF INDIAN AFFAIRS; SOUTH DAKOTA

DESCRIPTIVE NOTE: 129P.

THE REPORT DEALS WITH THE PROGRAM EVALUATION OF THE PIERRE INDIAN BOARDING SCHOOL LOCATED IN SOUTH DAKOTA. THE EVALUATION PROJECT WAS CONCERNED WITH 3 MAJOR OBJECTIVES: (1) AN EXAMINATION OF THE 1972-73 SCHOOL PROGRAM USING A 5 STAGE MODEL; (2) "BACKUP AND START OVER" ASSESSMENT; (3) POSSIBLE ALTERNATIVES WHICH MAY BE DERIVED FROM THE FIRST AND SECOND OBJECTIVES. THIS REPORT IS CONCERNED ONLY WITH OBJECTIVE ONE. THE 5 STAGE MODEL EVALUATES: (1) THE ADEQUACY OF THE EDUCATIONAL NEEDS ASSESSMENT, INCLUDING SPECIFICATION OF GOALS AND OBJECTIVES; (2) THE ADEQUACY OF PROGRAM PLANNING, INCLUDING STAFF PREPARATION, ORIENTATION, ACADEMIC LEADERSHIP; (3) ADEQUACY OF PROGRAM IMPLEMENTATION; (4) ADEQUACY OF INTERNAL EVALUATION OF PROGRAM PROGRESS; AND (5) END OF YEAR STUDENT BEHAVIOR OUTCOMES. LISTED ARE 12 FINDINGS, WHICH INCLUDE THAT THERE IS GENERAL AGREEMENT THAT THE SCHOOL FACILITY IS NOT NEEDED FOR GENERAL EDUCATION OF CHILDREN, AND ALMOST ALL STUDENTS TODAY ARE ADMITTED UNDER SOCIAL CRITERIA, REFLECTING LEARNING HANDICAPS IN LARGE NUMBERS. ELEVEN RECOMMENDATIONS ARE ALSO PRESENTED, E.G., SERIOUS EFFORT SHOULD BE MADE TO DESIGN AND INSTALL A PROGRAM TO MEET THE NEEDS OF CHILDREN WITH SEVERE SOCIAL-EMOTIONAL LEARNING HANDICAPS, AND STAFF QUALIFICATIONS AND COMPETENCIES MUST BE SPECIFIED BY THE PROGRAM DESIGNER(S). (FF)

156

ACCESSION NUMBER: ED085156

PUBLICATION DATE: 72

TITLE: NORTH AMERICAN INDIANS: AN ANNOTATED RESOURCE GUIDE FOR THE ELEMENTARY TEACHER.

PERSONAL AUTHOR: ANDERSON, SUE ELLEN, COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ART ACTIVITIES; CHILDRENS BOOKS; *CULTURE; *ELEMENTARY SCHOOL TEACHERS; HISTORY; LANGUAGES; MUSIC; POETRY; RESERVATIONS (INDIAN); *RESOURCE MATERIALS; TRIBES

DESCRIPTIVE NOTE: 119P.

THE ANNOTATED BIBLIOGRAPHY FOR ELEMENTARY TEACHERS CONTAINS APPROXIMATELY 600 LISTINGS OF RESOURCES ABOUT AMERICAN INDIANS. THE RESOURCES, WHICH RANGE FROM 1926-1972 (SOME ARE NOT DATED), INCLUDE MATERIALS PREPARED BY INDIANS AND NON-INDIANS FOR INDIAN AND/OR NON-INDIAN CHILDREN. SECTIONS IN THE BIBLIOGRAPHY ARE: BOOKS FOR CHILDREN -- INDIANS OF NORTH AMERICA; BOOKS FOR CHILDREN -- INDIANS OF ARIZONA; TEACHER RESOURCE BOOKS (ART ACTIVITIES, POETRY, AND SONGS); FILMS; FILMSTRIPS; SLIDES; PERIODICALS; AND RECORDS. SLIDES ARE LISTED BY SUBJECT AREA. OTHER SOURCES FOR MATERIALS ARE ALSO GIVEN. (KM)

AVAILABILITY: CENTER FOR INDIAN EDUCATION, FARMER COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281 ($2.00)

ACCESSION NUMBER: ED085159

PUBLICATION DATE: JUL 73

TITLE: A SURVEY OF COLLEGE AND UNIVERSITY PROGRAMS FOR AMERICAN INDIANS.

PERSONAL AUTHOR: LOCKE, PATRICIA

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE PROGRAMS; *EDUCATIONAL PROGRAMS; FINANCIAL SERVICES; FOUNDATION PROGRAMS; HIGHER EDUCATION; *PROGRAM DESCRIPTIONS; SCHOOL SURVEYS; SPECIAL PROGRAMS; *UNIVERSITIES

IDENTIFIER: AMERICAN INDIAN STUDIES PROGRAMS

DESCRIPTIVE NOTE: 159P.

THE PUBLICATION CONTAINS INFORMATION DERIVED FROM A DECEMBER '72-JANUARY '73 SURVEY OF INSTITUTIONS OF HIGHER EDUCATION. OF 262 SCHOOLS RECEIVING QUESTIONNAIRES, 170 RESPONDED. RESPONSES ARE COMPILED WITHOUT EDITING OR REVISION. THEY INDICATED THE NUMBER OF SCHOOLS OFFERING PROGRAMS OF SPECIAL INTEREST TO AMERICAN INDIAN STUDENTS AND INDIAN AFFAIRS PROGRAMS WHICH MAY BE OPEN TO NON-INDIAN STUDENTS AS WELL. THEY ALSO INDICATE THE NUMBER OF PROGRAMS OFFERED ON THE RESERVATIONS OR IN INDIAN COMMUNITIES. THE RAW SURVEY RESPONSES ARE GIVEN ALPHABETICALLY BY STATE, WITH THE FOLLOWING EXCEPTIONS: CONNECTICUT, MASSACHUSETTS, NEW HAMPSHIRE, AND WASHINGTON, D.C., WERE PLACED TOGETHER UNDER THE HEADING "NEW ENGLAND"; AND TEXAS, NEVADA, AND GEORGIA ALSO APPEAR TOGETHER. THE SURVEY IS TO BE USED BY THOSE PLANNING PROGRAMS INVOLVING AMERICAN INDIAN ADMINISTRATORS, FACULTY, AND STUDENTS. IT IS HOPED THAT THE DATA RECORDED HERE WILL ENCOURAGE COMMUNICATION AND EXCHANGE OF CURRICULA AND PROGRAM DESIGNS AMONG SCHOOLS. (AUTHOR/FF)

ACCESSION NUMBER: ED085160

PUBLICATION DATE: 73

TITLE: HIGHER EDUCATION: BACKGROUND AND IMPLICATIONS FOR AMERICAN INDIANS.

PERSONAL AUTHOR: LOCKE, PATRICIA

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY COLLEGES; COUNSELOR SELECTION; *EDUCATIONAL INNOVATION; *FEDERAL PROGRAMS; GOVERNMENT ROLE; *HIGHER EDUCATION; NONRESERVATION AMERICAN INDIANS; POST SECONDARY EDUCATION; RESEARCH AND DEVELOPMENT CENTERS; RESERVATIONS (INDIAN); TABLES (DATA); TREATIES

DESCRIPTIVE NOTE: 17P.

FIVE BASIC DISCUSSIONS ON POST SECONDARY EDUCATION OF AMERICAN INDIAN STUDENTS ARE PRESENTED IN THIS PAPER. THESE ARE: (1) ARE INDIAN STUDIES PROGRAMS IN NON-INDIAN COLLEGES AND UNIVERSITIES PROVIDING QUALITY EDUCATION FOR INDIAN STUDENTS? (2) ARE INDIAN COMMUNITY COLLEGES ON THE RESERVATIONS AND IN THE INDIAN COMMUNITIES PROVIDING A VIABLE ALTERNATIVE TO A QUALITY EDUCATION? (3) WHERE DOES THE PRIMARY AUTHORITY REST FOR INDIAN POST SECONDARY EDUCATION--IN THE BUREAU OF INDIAN AFFAIRS (BIA) OR IN THE OFFICE OF EDUCATION UNDER HEALTH, EDUCATION, AND WELFARE (OE--HEW)? (4) INDIAN STUDENTS LOSE OUT FINANCIALLY AND PROGRAMMATICALLY IN MINORITY STUDIES PROGRAMS WHEN THEY COMPETE WITH BLACK AND CHICANO STUDENTS; AND (5) THERE MUST BE FURTHER OFFICE AND AGENCY (BIA-INTERIOR AND OE-HEW) AGREEMENTS ON HIGHER EDUCATION FUNCTION AND ENTITLEMENTS. FOUR GENERAL RECOMMENDATIONS ARE PRESENTED, E.G., THERE SHOULD BE AT LEAST 1 NATIONAL INDIAN UNIVERSITY WITH APPROPRIATE GRADUATE SCHOOLS IN CONJUNCTION WITH THE PROPOSED RESEARCH INSTITUTE. SPECIFIC RECOMMENDATIONS ARE MADE FOR INDIAN STUDIES IN NON-INDIAN COLLEGES AND UNIVERSITIES, AND COMMUNITY COLLEGES ON THE RESERVATIONS. ALSO INCLUDED ARE 5 STATISTICAL APPENDIXES. (FF)

ACCESSION NUMBER: EDC85162

PUBLICATION DATE: MAY 73

TITLE: WHAT FUTURE FOR THE AMERINDIANS OF SOUTH AMERICA? MINORITY RIGHTS GROUP REPORT 15.

PERSONAL AUTHOR: O'SHAUGHNESSY, HUGH

DESCRIPTOR: *AMERICAN INDIANS; AREA STUDIES; ARMED FORCES; ATTITUDES; CHURCH ROLE; CULTURAL BACKGROUND; *ETHNIC GROUPS; *GOVERNMENT ROLE; HEALTH SERVICES; HISTORY; *HUMANIZATION; HUMAN RELATIONS; INDIGENOUS PERSONNEL; INDIVIDUAL DIFFERENCES; LIFE STYLE; *LIVING STANDARDS; WORLD AFFAIRS

IDENTIFIER: AMERINDIANS; *SOUTH AMERICA

DESCRIPTIVE NOTE: 31P.

ACCOUNTS OF MASSACRES, RUMORS OF SLAVERY, REPORTS OF EXPLOITATION AND THE FASHIONABLE PREOCCUPATION WITH ECOLOGY HAVE ALL COMBINED TO CREATE A CONSCIENCE ABOUT THE AMERINDIAN PEOPLES OF SOUTH AMERICA. THERE NOW SEEMS TO BE GENERALIZED FEELINGS IN WESTERN EUROPE AND ELSEWHERE THAT SOMETHING OUGHT TO BE DONE ABOUT THESE PEOPLES. THE PURPOSE OF THIS REPORT IS TO GIVE A BRIEF SUMMARY OF THE CONDITIONS OF THE VARIOUS PEOPLES, TO SKETCH OUT WHAT POLICIES--IF ANY--THE GOVERNMENTS OF THEIR VARIOUS REPUBLICS ARE ADOPTING TOWARDS THEM, AND TO SUGGEST WAYS IN WHICH THEIR LOT MIGHT BE IMPROVED. THE SITUATION OF THE INDIANS IN THE ALTIPLANO OF ECUADOR, PERU AND BOLIVA, AND OF THE MAPUCHES IN CHILE AND ARGENTINA DIFFERS IN CHARACTER FROM THAT OF SOUTH AMERICA'S OTHER AUTOCHTHONOUS PEOPLE. THIS REPORT IS CONCERNED WITH THE JUNGLE AND PLAIN DWELLERS OF THE AMAZON BASIN AND ADJACENT LOWLANDS, EXCLUDING THE GUYANAS AND ARGENTINA IN DETAIL. IT COVERS THE DIMENSIONS OF THE PROBLEM: CHURCH, ARMY, AND STATE ATTITUDES TOWARD NATIVE PEOPLES; AND FUTURE POLICY. A SELECT BIBLIOGRAPHY AND THE 1971 DECLARATION OF BARBADOS FOR THE LIBERATION OF THE INDIANS (SEE RC007427) END THE DOCUMENT. (FF)

AVAILABILITY: THE MINORITY RIGHTS GROUP, BENJAMIN FRANKLIN HOUSE, 36 CRAVEN STREET, LONDON WC2N 5NG ($1.50)

ACCESSION NUMBER: ED085167

PUBLICATION DATE: 72

TITLE: ANNOTATED BIBLIOGRAPHY OF ARTICLES PERTAINING TO NATIVE NORTH AMERICANS.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; AMERICAN STUDIES; *ANNOTATED BIBLIOGRAPHIES; *CULTURAL BACKGROUND; *EDUCATIONAL PROGRAMS; *ESKIMOS; HEALTH; LEGAL RESPONSIBILITY; SOCIAL DISCRIMINATION; SOCIOECONOMIC STATUS; TREATIES

IDENTIFIER: METIS

DESCRIPTIVE NOTE: 53P.

THE ANNOTATED BIBLIOGRAPHY IS DESIGNED TO HELP A PERSON FIND INFORMATION ABOUT AMERICAN INDIANS, METIS, AND ESKIMOS OF NORTH AMERICA. IT ATTEMPTS TO CATEGORIZE AND SEPARATE FIELDS OF INTERESTS. THE BOOKS, MAGAZINES, AND NEWSPAPER ARTICLES WERE PRINTED FROM 1959-1971. APPROXIMATELY 335 REFERENCES ARE LISTED. ADDRESSES ARE IN THE APPENDIX. THE BIBLIOGRAPHY IS DESIGNED TO AID PROFESSIONAL DEVELOPMENT IN EDUCATION. (FF)

AVAILABILITY: INDIAN AND NORTHERN RESOURCES CENTRE, ROOM 3097, EDUCATION BUILDING, UNIVERSITY OF SASKETCHEWAN, SASKATOON, SASKATCHEWAN ($3.00)

ACCESSION NUMBER: ED085282

PUBLICATION DATE: 72

TITLE: SOUTHWEST HISTORY. SAHUARITA HIGH SCHOOL CAREER CURRICULUM PROJECT .

PERSONAL AUTHOR: HOFFMAN, JUDY

DESCRIPTOR: *AMERICAN CULTURE; *AMERICAN INDIANS; BUSINESS; CAREER EDUCATION; COURSE OBJECTIVES; CURRICULUM GUIDES; ELECTIVE READING; ENRICHMENT ACTIVITIES; LEARNING ACTIVITIES; MEDICINE; *MEXICAN AMERICANS; READING ASSIGNMENTS; SECONDARY EDUCATION; *SOCIAL STUDIES; *UNITED STATES HISTORY; URBAN STUDIES

IDENTIFIER: ARIZONA; *SOUTHWESTERN UNITED STATES

DESCRIPTIVE NOTE: 136P.

A COURSE ON SOUTH WEST HISTORY PART OF A HIGH SCHOOL CAREER CURRICULUM PROJECT, IS OUTLINED. OBJECTIVES FOR EACH PART OF THE COURSE ARE LISTED. COURSE TITLES INCLUDE: URBAN PROBLEMS IN THE SOUTHWEST, MEXICAN AMERICANS IN THE SOUTHWEST, SOUTHWEST HISTORY, AMERICANS IN THE SOUTHWEST, INDIANS IN THE SOUTHWEST, URBAN PROBLEMS, AND HISTORY OF BUSINESS AND INDUSTRY. SEVERAL COURSE TITLES HAVE MORE THAN ONE LEARNING PACKAGE, EACH OUTLINED IN A SIMILAR FORMAT CONSISTING OF A PROBLEM STATEMENT, OBJECTIVES, REQUIRED READING MATERIALS AND ACTIVITIES, AND EXTRA READING MATERIALS AND ACTIVITIES. PACKAGES INCLUDE: THE MEXICAN-AMERICAN TODAY; MEXICAN-AMERICANS BEGIN TO BE HEARD; COWBOYS; MEDICINE; BUSINESS IN THE SOUTHWEST; ANCIENT INDIAN CULTURE; PUEBLO, HOPI. AND ZUNI; RED POWER; APACHE GROUP AND COMANCHES; MINING IN ARIZONA; INTRODUCTION TO URBAN PROBLEMS; RACE RELATIONS IN THE CITIES; PLANNING; CRIME; AND WESTERN JUSTICE. THE UNITS ON AMERICAN INDIANS CONTAIN REPRODUCTIONS OF LITERATURE, SONGS, SYMBOLS, AND INDIAN PICTURE WRITING. RELATED DOCUMENTS ARE SO 006 460 AND SO 006 461. (KSM)

162

ACCESSION NUMBER: ED085319

PUBLICATION DATE: 73

TITLE: MEETING GROUND. A NEWSLETTER PUBLISHED BY CENTER FOR THE HISTORY OF THE AMERICAN INDIAN. VOL. 1, NO. 1.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL EDUCATION; ETHNIC STUDIES; HIGHER EDUCATION; MINORITY GROUPS; *NEWSLETTERS; TRIBES; *UNITED STATES HISTORY

DESCRIPTIVE NOTE: 16P.

THIS NEWSLETTER SERVES AS MEDIUM FOR DISSEMINATING INFORMATION ABOUT OPPORTUNITIES FOR AMERICAN INDIAN STUDIES AND AS A USEFUL LIASON WITH INDIANS ACROSS THE COUNTRY. PROVIDED IN THE FIRST ISSUE ARE TWO BOOK REVIEWS; A DESCRIPTION OF RESEARCH; COURSE OUTLINES FOR NATIVE AMERICAN STUDIES AND THE IROQUOUIS, AN INTERDISCIPLINARY APPROACH; DESCRIPTIONS OF PROPOSED NATIVE AMERICAN STUDIES PROGRAMS AND ACTIVE INDIAN STUDIES PROGRAMS; AN ARTICLE ON AMERICAN INDIAN LAW; FACULTY POSITIONS AVAILABLE IN INDIAN STUDIES; NAMES OF UNIVERSITIES CURRENTLY RECRUITING NATIVE AMERICAN STUDENTS; ANNOUNCEMENT OF CONFERENCES; AND A LIST OF PERIODICALS. THIS NEWSLETTER IS MADE AVAILABLE FREE OF CHARGE TO UNIVERSITIES, TRIBAL ORGANIZATIONS, INTERESTED INDIAN AND NON-INDIAN SCHOLARS, AND TO INDIAN NEWSLETTERS IN THE U.S. AND CANADA. THOSE INTERESTED IN RECEIVING THE NEWSLETTER SHOULD WRITE TO: THE CENTER FOR THE HISTORY OF THE AMERICAN INDIAN, THE NEWBERRY LIBRARY, 60 WEST WALTON STREET, CHICAGO, ILLINOIS 60610. BOOK REVIEWS, SYLLABI, COURSE OUTLINES, INFORMATION ON FACULTY OPENINGS, SCHOLARSHIPS, AND RESEARCH DESCRIPTIONS ARE REQUESTED. (AUTHOR/RM)

AVAILABILITY: THE CENTER FOR THE HISTORY OF THE AMERICAN INDIAN, THE NEWBERRY LIBRARY, 60 WEST WALTON STREET, CHICAGO, ILLINOIS 60610

ACCESSION NUMBER: ED085363

PUBLICATION DATE: 73

TITLE: CHOCTAW BILINGUAL EDUCATION PROGRAM.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; *CHOCTAW; PROGRAM DESCRIPTIONS

IDENTIFIER: DISTINGUISHED ACHIEVEMENT AWARDS ENTRY

DESCRIPTIVE NOTE: 62P.

IN MANY SCHOOLS THROUGHOUT THE UNITED STATES, TEACHERS ARE BAFFLED BY THE CHILD WHO DOES NOT KNOW ENOUGH ENGLISH TO PARTICIPATE IN THE CLASSROOM, WHO "JUST SITS THERE." IN SOME LOCALITIES THE LANGUAGE HE HEARS AND SPEAKS AT HOME IS AN AMERICAN INDIAN TONGUE; IN OTHERS IT IS SPANISH OR ITALIAN OR POLISH. THE CHOCTAW BILINGUAL EDUCATION PROGRAM HAS CONCENTRATED ITS ATTENTION ON FOUR OKLAHOMA SCHOOLS, IN THE OLD CHOCTAW NATION, WHERE THIS PROBLEM IS ACUTE. WITH THE COOPERATION OF ADMINISTRATORS AND TEACHERS IN THESE SCHOOLS, OF SOUTHEASTERN STATE COLLEGE, AND OF LEADERS OF THE CHOCTAW COMMUNITY, A SYSTEM OF TEACHER EDUCATION HAS BEEN WORKED OUT THAT BRINGS THE INDIAN CHILD INTO THE MAINSTREAM OF SCHOOL LIFE WITHOUT SACRIFICING HIS IDENTITY AS A CHOCTAW. THE PROGRAM EMPHASIZES THREE EDUCATIONAL IMPERATIVES FOR CHOCTAW-SPEAKING CHILDREN: A) THEY MUST HAVE EXPERIENCES BOTH IN AND OUT OF SCHOOL THAT HELP THEM TO DEVELOP POSITIVE SELF-CONCEPTS; B) THEY MUST BE ABLE TO USE THE CHOCTAW LANGUAGE AS THE BASIC INSTRUMENT OF LEARNING AND ACQUIRE FACILITY IN ENGLISH AS A MEANS OF SUPPLEMENTING AND EXTENDING THEIR LEARNING OF CHOCTAW; C) THEY MUST HAVE TEACHERS AND CLASSROOM AIDES WHO UNDERSTAND CHOCTAW AND PATTERNS OF CHOCTAW THOUGHT AND BEHAVIOR AND WHO ACCEPT THESE AS FULLY EQUAL TO THE ENGLISH LANGUAGE AND ANGLO-AMERICAN PATTERNS. (THE DOCUMENT CONTAINS A PROGRAM DESCRIPTION AND TEACHER HANDBOOK.) (JA)

164

ACCESSION NUMBER: ED085431

PUBLICATION DATE: JUN 73

TITLE: MINORITIES IN AMERICAN HISTORY TEXTBOOKS. EQUAL OPPORTUNITY REVIEW, JUNE 1973.

PERSONAL AUTHOR: KATZ, WILLIAM A.

DESCRIPTOR: AMERICAN HISTORY; AMERICAN INDIANS; FEMALES; *HISTORY TEXTBOOKS; IMMIGRANTS; *MINORITY GROUPS; NEGRO HISTORY; RACIAL DISCRIMINATION; SECONDARY EDUCATION; SEX DISCRIMINATION; *TEXTBOOK BIAS; TEXTBOOK CONTENT; *TEXTBOOK EVALUATION; TEXTBOOK RESEARCH; *UNITED STATES HISTORY

DESCRIPTIVE NOTE: 4P.

STUDIES HAVE SHOWN THAT TEXTBOOKS HAVE TREATED THE BLACK PERSON AS INVISIBLE OR AS A PROBLEM AND GENERALLY HAVE FAILED TO NOTE THAT BIGOTRY HAS BEEN A FUNDAMENTAL AMERICAN ATTITUDE SINCE THE ARRIVAL OF COLUMBUS. ONE MIGHT HAVE THOUGHT THAT BY 1973 PUBLISHING HOUSES WOULD HAVE ELIMINATED THE NEED FOR THIS TYPE OF CRITICISM, BUT THIS IS NOT THE CASE. THE MICHIGAN DEPARTMENT OF EDUCATION HAS REPORTED ON A STUDY OF 75 TEXTS USED IN ITS SECONDARY SCHOOLS, AND THE RESULTS ARE CHILLING. TO INSURE ACCURACY AND BALANCE THE EDUCATORS SELECTED THREE REVIEWERS FOR EACH TEXT, CAREFULLY TRYING TO MIX PROFESSIONAL HISTORIANS, CLASSROOM TEACHERS, PROFESSORS OF EDUCATION AND DISTRICT SOCIAL STUDIES PERSONNEL. THE REVIEWERS WERE ASKED TO RATE THEIR ONE OR TWO ASSIGNED TEXTS ON THE BASIS OF ACCURATE PRESENTATION OF MINORITIES. THE TWO-VOLUME REPORT, CONSTITUTING THE MOST THOROUGH STUDY OF ITS KIND, FOCUSED NOT ONLY ON THE BLACK ROLE BUT ON THAT OF OTHER MINORITIES, AND SOME REVIEWERS INCLUDED WOMEN IN THEIR EVALUATIONS. THE 46 EXPERTS WERE ASKED TO EVALUATE THE TEXTS ON A SCALE OF "VERY GOOD," "GOOD," "FAIR," OR "POOR." OF THE 75 TEXTS ONLY EIGHT RECEIVED "VERY GOOD" AS A RATING, 15 WERE RATED "GOOD," 31 WERE RATED "FAIR," AND 21 WERE RATED "POOR." THIRTY-ONE PER CENT OF THE RATINGS WERE ON THE POSITIVE SIDE; 69 PER CENT ON THE NEGATIVE SIDE. (AUTHOR/JM)

ACCESSION NUMBER: ED085454

PUBLICATION DATE: SEP 72

TITLE: THE NORTH AMERICAN INDIAN AND THE ESKIMO.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *AUDIOVISUAL AIDS; AUDIOVISUAL CENTERS; *BIBLIOGRAPHIES; CLASSROOM MATERIALS; EDUCATIONAL RESOURCES; *ESKIMOS; FILM LIBRARIES; FILMS; FILMSTRIPS; INSTRUCTIONAL FILMS; INSTRUCTIONAL MATERIALS CENTERS; NONRESERVATION AMERICAN INDIANS

DESCRIPTIVE NOTE: 26P.

THIS IS A SELECTED BIBLIOGRAPHY OF SOME GOOD AND SOME OUTSTANDING AUDIO-VISUAL EDUCATIONAL MATERIALS IN THE LIBRARY OF THE EDUCATIONAL MATERIALS BUREAU, AUDIO-VISUAL EDUCATION SECTION, THAT MAY BE CONSIDERED OF PARTICULAR INTEREST IN THE STUDY OF THE NORTH AMERICAN INDIAN, THE ESKIMO, AND IN THE FIELDS OF ETHNOLOGY AND ANTHROPOLOGY. THE BIBLIOGRAPHY IS ARRANGED ALPHABETICALLY WITHIN THE FOLLOWING MEDIA FORMAT: THE NORTH AMERICAN INDIAN: 16MM FILMS, FILMSTRIPS (CAPTIONED), FILMSTRIPS (SOUND), STUDY PRINTS, REALIA, MODELS AND SPECIMEN EXHIBITS. I. THE ESKIMO: 16 MM FILMS. THE NUMBER OF COPIES HELD OF THESE MATERIALS IS LIMITED AND MANY ARE EXCEPTIONALLY POPULAR. BOOKING IS ALWAYS ON A FIRST-COME, FIRST-SERVED BASIS AND WITHIN THE LIMITS OF THE AUDIO-VISUAL EDUCATION SECTION'S MANPOWER, DELIVERY FACILITIES, PLANT, AND AVAILABLE FUNDS. (AUTHOR/JM)

ACCESSION NUMBER: ED085678

PUBLICATION DATE: NOV 73

TITLE: AFFECTIVE INFLUENCES ON THE READING-LANGUAGE ARTS DEVELOPMENT OF NATIVE AMERICAN STUDENTS.

PERSONAL AUTHOR: GOLD, CAVID A. S.

DESCRIPTOR: *AMERICAN INDIANS; ETHNIC GROUPS; LANGUAGE ARTS; LANGUAGE INSTRUCTION; *LANGUAGE PROGRAMS; LANGUAGE SKILLS; READING; READING DEVELOPMENT; READING IMPROVEMENT; *READING INSTRUCTION; READING PROGRAMS; *RESERVATIONS (INDIAN); *SECOND LANGUAGE LEARNING

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE COLLEGE READING ASSOCIATION (17TH, SILVER SPRING, MD., NOVEMBER 1-3, 1973)

TO THIS TIME, LANGUAGE ARTS-READING PROGRAMS ESTABLISHED BY THE BUREAU OF INDIAN AFFAIRS (BIA) TOTALLY IMMERSE THE YOUNG INDIAN STUDENT IN A COMPLETE ENGLISH ENVIRONMENT. THE REAL PROBLEM IS NOT SO MUCH THE TYPE OF PROGRAM USED, BUT THE FEELINGS OF THE TEACHERS WORKING WITH THE STUDENTS. UNTIL VERY RECENTLY, FEW OF THE TEACHERS IN BIA SCHOOLS WERE OF NATIVE AMERICAN DESCENT. MOST READING PROGRAMS FOR THE INDIAN STUDENT STRESS LANGUAGE PERFORMANCE, EXERCISING INTONATION RATHER THAN LANGUAGE COMPETENCE. FOR THE INDIAN CHILD ENTERING SCHOOL FOR THE FIRST TIME AT THE AGE OF SEVEN OR EIGHT, THERE ARE MANY IMMEDIATE PROBLEMS IN ADJUSTMENT. THE CHILD IS FACED WITH LEARNING A SECOND LANGUAGE, WHICH INVOLVES BECOMING SENSITIVE TO NEW, VERY ALIEN SOUNDS, NEW GRAMMATICAL-MORPHOLOGICAL PATTERNS, NEW WORD MEANINGS, AND A NEW UNDERLYING WORLD VIEW OR WAY OF ORDERING DATA. IN STUDIES CONDUCTED WITH NATIVE AMERICAN CHILDREN IN BOTH THE UNITED STATES AND MEXICO, IT WAS FOUND THAT WHEN STUDENTS WERE INSTRUCTED IN THEIR NATIVE SPEECH THEIR PROFICIENCY IN THE SECOND LANGUAGE WAS GREATER THAN IF THEY WERE INSTRUCTED ONLY IN THE NATIONAL LANGUAGE OF THE COUNTRY. IT IS FELT BILINGUAL PROGRAMS WOULD BE NECESSARY TO ENSURE EQUAL EDUCATIONAL OPPORTUNITY FOR EVERY CHILD. (WR)

ACCESSION NUMBER: ED086030

PUBLICATION DATE: 13 MAY 73

TITLE: THE USE OF BILINGUAL STUDENT TUTORS IN TEACHING ENGLISH AS A SECOND LANGUAGE.

PERSONAL AUTHOR: HARRISON, GRANT VON; WILKINSON, JOHN C.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; BILINGUAL TEACHER AIDES; BILINGUAL TEACHERS; CHILD RESPONSIBILITY; DIAGNOSTIC TESTS; *ELEMENTARY GRADES; *ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; PROGRAM IMPROVEMENT; REVIEW (REEXAMINATION); SECOND LANGUAGE LEARNING; SUPERVISORS; *TUTORIAL PROGRAMS; VOCABULARY

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (7TH, SAN JUAN, P.R., MAY 13, 1973)

BILINGUAL EDUCATION, AS AN APPROACH TO THE PROBLEM OF PREPARING THE AMERICAN INDIAN CHILD FOR ENTRY INTO AMERICAN PUBLIC SCHOOLS, HAS NOT PROVEN SATISFACTORY DUE TO A LACK OF PROPERLY CERTIFIED TEACHERS AND A TENDENCY TO THRUST TOO MUCH UPON THE CHILD TOO FAST. IN RESPONSE TO THIS PROBLEM, A TUTORIAL SYSTEM HAS BEEN DEVISED IN WHICH BILINGUAL, UPPER-GRADE-ELEMENTARY INDIAN CHILDREN ARE USED AS TUTORS FOR KINDERGARTEN AND FIRST-GRADE INDIAN CHILDREN. PROCEDURES TO ESTABLISH THIS SYSTEM ARE: PHASE I--TO IDENTIFY THE CRITICAL VOCABULARY TO MEET STUDENTS' NEEDS; PHASE II--TO DEVISE DIAGNOSTIC TESTS BASED ON THE CRITICAL VOCABULARY TO INDICATE INDIVIDUAL STUDENT REQUIREMENTS; PHASE III--TO DEVELOP TRAINING MATERIALS, AUDIO-VISUAL MATERIALS, AND HOME STUDY MATERIALS FOR THE STUDENTS' TUTORS AND TO SELECT AND TRAIN ADULT TUTOR SUPERVISORS; PHASE IV--TO SELECT AND TRAIN BILINGUAL STUDENT TUTORS AND TO CONDUCT STUDENT DIAGNOSTIC TESTING; PHASE V--TO ASSIGN BILINGUAL TUTORS TO INDIVIDUAL STUDENTS AND IMPLEMENT INSTRUCTION; AND PHASE VI--TO CONDUCT A POST-ASSESSMENT OF THE STRUCTURED TUTORING LEARNING PROCESS, TO REVISE THE SPECIFIC TUTORING MODEL FOR USE WITH NAVAJO CHILDREN, AND TO REVISE THE GENERAL TUTORING MODEL TO OPTIMIZE IT FOR USE IN SECOND LANGUAGE INSTRUCTION. (AUTHOR/HW)

ACCESSION NUMBER: ED086349

PUBLICATION DATE: AUG 73

TITLE: REINFORCED READINESS REQUISITES: A CULTURALLY RELEVANT BEHAVIOR MODIFICATION PROGRAM FOR MEXICAN-AMERICAN, INDIAN AND BLACK CHILDREN.

PERSONAL AUTHOR: SPEISS, JEFFREY M.; SPEISS, MADELEINE L.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; AMERICAN INDIANS; *BEHAVIOR CHANGE; *DISADVANTAGED YOUTH; INTERVENTION; MEXICAN AMERICANS; *MOTIVATION; NEGROES; *REINFORCEMENT; REMEDIAL PROGRAMS

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (81ST, MONTREAL, CANADA, AUGUST 27-31, 1973); REPRODUCED FROM BEST AVAILABLE COPY

THE REINFORCED READINESS REQUISITES (RRR) PROGRAM WAS DEVELOPED TO PROVIDE MEXICAN-AMERICAN, INDIAN, AND BLACK CHILDREN WITH THE NECESSARY MOTIVATION FOR LEARNING. COMPRISED OF A THREE-STAGE BEHAVIOR MODIFICATION STRATEGY TO IMPROVE SUBSTANDARD ACADEMIC PERFORMANCE, RRR UTILIZES TANGIBLE REWARDS WITH THE ADDITIONAL COMPONENTS OF TOKEN AND INTERMITTENT REINFORCEMENT SCHEDULES TO PREVENT PERFORMANCE DECREMENT ONCE TANGIBLE SOURCES OF REINFORCEMENT ARE WITHDRAWN. RESULTS FROM TWO FIELD TESTS REVEAL THAT (1) EXPERIMENTAL SUBJECTS PERFORMED SIGNIFICANTLY BETTER THAN CONTROLS, (2) EXPERIMENTAL SUBJECTS SHOWED SUBSTANTIAL GAIN FROM PRETEST TO POSTTEST, AND (3) SUBJECTS MAINTAINED THEIR PERFORMANCE IN THE ABSENCE OF TANGIBLE REWARDS. (AUTHOR/DP)

ACCESSION NUMBER: ED086376

PUBLICATION DATE: 73

TITLE: DICTIONARY FOR REACHING MINORITY GROUPS.

DESCRIPTOR: AMERICAN INDIANS; *DIRECTORIES; *EMPLOYMENT OPPORTUNITIES; *INFORMATION SOURCES; JOB TRAINING; LABOR SUPPLY; *MINORITY GROUPS; NEGROES; *REFERENCE MATERIALS; SPANISH AMERICANS

DESCRIPTIVE NOTE: 217P.; ED 052 356 IS THE 1970 EDITION

THIS DIRECTORY LISTS, ALPHABETICALLY BY STATE AND CITY, THE NAMES, ADDRESSES, AND TELEPHONE NUMBERS OF THE ORGANIZATIONS AND INDIVIDUALS WHO ARE ABLE TO REACH MINORITY GROUPS TO TELL THEM ABOUT JOB TRAINING AND JOB OPPORTUNITIES. THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE, THE NATIONAL URBAN LEAGUE, THE BUREAU OF INDIAN AFFAIRS, THE NATIONAL NEWSPAPER PUBLISHERS ASSOCIATION, THE AMERICAN GI FORUM, AND THE NATIONAL OFFICES FOR THE BLACK FRATERNITIES AND SORORITIES MADE THEIR MEMBERSHIP LISTS AVAILABLE FOR THIS DIRECTORY. IN THE BACK OF THE BOOK THERE ARE LISTINGS OF APPRENTICESHIP OUTREACH CENTERS AND STATE APPRENTICESHIP AGENCIES. (AUTHOR/CS)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($2.85, DOMESTIC POSTPAID; $2.60, GPO BOOKSTORE; STOCK NUMBER 2906-0005)

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ACCESSION NUMBER: ED086377

PUBLICATION DATE: 70

TITLE: PROGRAMMED REINFORCEMENT IN THE CLASSROOM: THE EFFECTS OF TANGIBLE REINFORCEMENT ON EDUCATIONAL ACHIEVEMENT OF AMERICAN INDIAN CHILDREN. FINAL REPORT.

PERSONAL AUTHOR: CHADWICK, BRUCE A.; DAY, ROBERT C.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ACADEMIC APTITUDE; *AMERICAN INDIANS; GRADE 7; GRADE 8; JUNIOR HIGH SCHOOL STUDENTS; *LEARNING THEORIES; MEASUREMENT GOALS; *MOTIVATION TECHNIQUES; *REINFORCEMENT; *STUDENT ATTITUDES; TABLES (DATA)

DESCRIPTIVE NOTE: 66P.; APPLIED RESEARCH GRANTS PROGRAM, JUNE 1, 1969 TO MAY 31, 1970

THE REPORT PRESENTED FINDINGS OF AN EDUCATIONAL PROGRAM UTILIZING SYSTEMATICALLY SCHEDULED TANGIBLE REINFORCEMENT TO IMPROVE THE ACADEMIC PERFORMANCE OF UNDERACHIEVING AMERICAN INDIAN CHILDREN FROM EXTREMELY DEPRIVED BACKGROUNDS. PARTICIPANTS WERE 7TH AND 8TH GRADE STUDENTS IN AN ALL-INDIAN PRIVATE SCHOOL, ST. MARY'S MISSION (CATHOLIC), ON THE COLVILLE INDIAN RESERVATION IN WASHINGTON STATE. DATA WERE COLLECTED FROM NOVEMBER 1969--MAY 1970. THE 54 STUDENTS WERE FROM ECONOMICALLY DEPRIVED HOMES IN WHICH A MAJORITY OF PARENTS WERE SEPARATED BY UNEMPLOYMENT, EMOTIONAL PROBLEMS, SERIOUS DRINKING PROBLEMS, DIVORCE, OR DEATH. THE RESULTS GENERALLY PROVIDED SIGNIFICANT SUPPORT FOR THE EFFECTS OF CONTINGENT TANGIBLE REINFORCEMENT ON ALL THE DEPENDENT VARIABLES. IN ADDITION, IT WAS DISCOVERED THAT TERMINATION OF THE REINFORCEMENT AFTER 14 WEEKS LED TO ONLY MINOR REDUCTIONS IN ACADEMIC PERFORMANCE AND SLIGHT INCREASES IN CLASSROOM DISTURBANCES DURING THE FINAL POST-EXPERIMENTAL BASELINE PERIOD. SEVERAL POSSIBLE INTERPRETATIONS FOR THIS RESISTANCE TO EXTINCTION WERE OFFERED. FINALLY, SEVERAL FINDINGS ON THE RELATION OF SELECTED ATTITUDES TO PERFORMANCE VARIABLES WERE PRESENTED IN TABLES. (FF)

ACCESSION NUMBER: ED086378

PUBLICATION DATE: DEC 73

TITLE: AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 4.

DESCRIPTOR: *ABSTRACTS; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; CULTURE; DOCTORAL THESES; EDUCATIONAL DEVELOPMENT; EDUCATIONAL PROGRAMS; *EDUCATIONAL RESOURCES; ESKIMOS; FEDERAL PROGRAMS; HISTORY; MASTERS THESES; MIGRANTS; NONRESERVATION AMERICAN INDIANS; *RESEARCH; RESERVATIONS (INDIAN); SOCIOECONOMIC STATUS; TRIBES

DESCRIPTIVE NOTE: 343P.; RELATED DOCUMENTS ARE ED031352, ED048961, ED 058980, ED075121

DOCUMENTS ON AMERICAN INDIAN EDUCATION ARE CITED IN THIS BIBLIOGRAPHY, A SUPPLEMENT TO 4 EARLIER DOCUMENTS. IT CONTAINS ABSTRACTS OF APPROXIMATELY 244 DOCUMENT CITATIONS FROM "RESEARCH IN EDUCATION" (RIE) FROM 1963-73, AND APPROXIMATELY 134 FROM "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE) FROM 1971-73. THE VARIETY OF EDUCATIONAL RESOURCE MATERIALS COVER SUCH TOPICS AS AMERICAN INDIAN HISTORY, CULTURE, LANGUAGE, EDUCATIONAL DEVELOPMENT, EDUCATIONAL PROGRAMS, LEGAL STATUS, AND SOCIOECONOMIC STATUS. CITATIONS ARE INDEXED BY SUBJECT. (KM)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BOULEVARD, AUSTIN, TEXAS 78702 (STOCK NO. EC 006; $5.75 PLUS $0.30 POSTAGE)

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ACCESSION NUMBER: ED086379

PUBLICATION DATE: 70

TITLE: INDIANS: THE FIRST AMERICANS. A STEPPING-STONE BOOK.

PERSONAL AUTHOR: MARTIN, PATRICIA MILES

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *CHILDRENS BOOKS; CULTURAL BACKGROUND; CULTURAL ENRICHMENT; ETHNIC GROUPS; *ETHNOLOGY; GRADE 1; GRADE 2; GRADE 3; GRADE 4; *LIFE STYLE; RESERVATIONS (INDIAN); *TRIBES

DESCRIPTIVE NOTE: 64P.

THE BOOK TELLS YOUNG READERS HOW AMERICAN INDIANS LIVED LONG AGO, ALSO EMPHASIZING INDIANS WHO LIVE IN THE UNITED STATES TODAY. ILLUSTRATIONS HELP TO EXPLAIN WHERE MOST INDIANS LIVE AND GO TO SCHOOL; HOW THEY EARN A LIVING; WHAT KINDS OF HOUSES THEY LIVE IN; AND HOW THEY HAVE FUN. THE BOOK IS DIRECTED TO GRADES 1-4; AGES 6-10. CONTENT INCLUDES THE FIRST AMERICANS, PEOPLE OF THE WOODLANDS, PEOPLE OF THE DESERT, PEOPLE OF THE PLAINS, PEOPLE OF THE WEST, PEOPLE AND THE LAND, RESERVATIONS, HAVASUPAI, NAVAHOS, INDIANS IN THE CITIES, AND CONTRIBUTIONS BY INDIANS TO THE AMERICAN SOCIETY. (FF)

AVAILABILITY: PARENTS' MAGAZINE PRESS, A DIVISION OF PARENTS' MAGAZINE ENTERPRISES, INC., 52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017 ($3.97)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED086388

PUBLICATION DATE: 71

TITLE: INDIAN EDUCATION: JOHNSON-O'MALLEY ACTIVITIES, ANNUAL REPORT, 1970-1971 MONTANA .

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; BOARDING SCHOOLS; *EDUCATIONAL FINANCE; EDUCATIONAL OPPORTUNITIES; ELEMENTARY SCHOOLS; *FEDERAL AID; FEDERAL STATE RELATIONSHIP; HIGH SCHOOLS; KINDERGARTEN; *PUBLIC SCHOOLS; RESERVATIONS (INDIAN); SCHOOL ACTIVITIES; SCHOOL INVOLVEMENT; STATISTICS; TABLES (DATA)

IDENTIFIER: *JOHNSON O MALLEY ACT; MONTANA

DESCRIPTIVE NOTE: 225P.; RELATED DOCUMENT IS ED 051 922

IN FISCAL YEAR 1970, MONTANA JOHNSON-O'MALLEY (JOM) FUNDS WERE RELIEVED OF SUPPORTING SCHOOL LUNCHES FOR AMERICAN INDIAN CHILDREN, AND WERE CHANNELED INTO SPECIAL PROJECT ACTIVITIES. DEPARTMENT OF AGRICULTURE SCHOOL-LUNCH FUNDS BECAME AVAILABLE IN LARGER AMOUNTS TO MAKE THAT TRANSITION POSSIBLE. WITH MORE FUNDS, PROJECTS FOR SPECIAL ACTIVITIES RECEIVED AN IMPETUS THAT HAS GROWN EACH YEAR. IN JANUARY 1970, FUNDS BECAME AVAILABLE FOR KINDERGARTEN PROGRAMS. IN FISCAL YEAR 1971, 22 KINDERGARTEN UNITS WERE IN OPERATION. THE PROGRAM NOW INCLUDES TRANSPORTATION, BOARDING HOMES, HOME-SCHOOL COORDINATORS, NURSE COORDINATORS, CULTURAL ENRICHMENT PROGRAMS, SPECIAL TEACHERS AND WORKSHOPS FOR TEACHER AIDES. DURING 1970-71 JOM ADVISORY COMMITTEES WERE FORMED TO INVOLVE INDIAN PEOPLE. AT THE SAME TIME JOM PROVIDED EDUCATIONAL SERVICES TO 37 SCHOOL DISTRICTS AND 5,418 SCHOOL CHILDREN. THIS ANNUAL REPORT ALSO PROVIDES STATISTICAL DATA CONCERNING THESE FEDERAL AID PROGRAMS IN MONTANA: (1) PUBLIC LAW 874 PAYMENTS; (2) PUBLIC LAW 815 PAYMENTS; AND (3) PUBLIC LAW 98-10 PAYMENTS. (PARTS OF THIS DOCUMENT MAY BE ONLY MARGINALLY LEGIBLE.) (FF)

ACCESSION NUMBER: ED086389

PUBLICATION DATE: DEC 73

TITLE: INDIAN EDUCATION. A SPECIAL REPORT BY THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION.

PERSONAL AUTHOR: RHODES, JAMES A.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; DEMOGRAPHY; DISADVANTAGED GROUPS; EDUCATIONAL POLICY; *EDUCATIONAL RESPONSIBILITY; ENGLISH (SECOND LANGUAGE); *FEDERAL PROGRAMS; HISTORY; *INDIVIDUAL POWER; NEEDS; PROGRAM DEVELOPMENT; *PROGRAM IMPROVEMENT

DESCRIPTIVE NOTE: 8P.

THE RESULT OF EXTENSIVE RESEARCH ADDRESSING THE UNIQUE NEEDS AND PROBLEMS OF AMERICAN INDIANS, THE REPORT CONCLUDES THAT A SINGULAR SOLUTION TO THE MULTIPLE EDUCATIONAL PROBLEMS OF THE INDIAN IS PRECLUDED BY VARIANCES IN LOCATION, TRIBAL SIZE, POLITICS, AND LANGUAGE AND CULTURAL DISPARITIES. GIVING AN OVERVIEW OF INDIAN EDUCATION AND PROBLEMS, 7 RECOMMENDATIONS ARE ALSO LISTED: (1) INDIANS MUST BE GIVEN FULL CONTROL OF THEIR SCHOOLS WITHOUT FURTHER DELAY; (2) ALL PROGRAMS MUST RESPECT INDIAN CULTURAL VALUES; (3) INCREASED PROFESSIONAL AND PARAPROFESSIONAL GUIDANCE AND COUNSELING SERVICES BY INDIANS MUST BE PROVIDED; (4) HIGHER EDUCATION PROGRAMS SHOULD BE ENLARGED AND IMPROVED; (5) INDIAN VOCATIONAL EDUCATION ALSO NEEDS IMPROVEMENT; (6) EXTENSIVE, IMAGINATIVE RESEARCH AND ANALYSIS NEEDS TO BE DONE ON INDIAN EDUCATION; AND (7) PUBLIC SCHOOL PROGRAMS FOR INDIAN CHILDREN MUST BE STRENGTHENED. STATISTICS USED IN THIS REPORT WERE BELIEVED TO BE THE MOST RELIABLE, ALTHOUGH IT IS NOTED THAT GOVERNMENT STATISTICS ON INDIANS VARY FROM AGENCY TO AGENCY. (KM)

ACCESSION NUMBER: ED086394

PUBLICATION DATE: MAR 70

TITLE: AN ASSESSMENT OF MOTIVATION AMONG INDIAN STUDENTS IN THE TODD COUNTY SCHOOL SYSTEM.

PERSONAL AUTHOR: FOOTE, HAROLD

DESCRIPTOR: *ACADEMIC ASPIRATION; *AMERICAN INDIANS; BOARDING SCHOOLS; COGNITIVE DEVELOPMENT; *CURRICULUM DESIGN; *EDUCATIONAL TESTING; ELEMENTARY EDUCATION; *LEARNING MOTIVATION; PUBLIC SCHOOLS; RESEARCH PROJECTS; RESERVATIONS (INDIAN); STUDENT MOTIVATION

IDENTIFIER: ENGELMANN BECKER CURRICULUM; PROJECT FOLLOW THROUGH; *SIOUX

DESCRIPTIVE NOTE: 51P.; MASTER'S THESIS, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE PAPER POINTED OUT THE NEED FOR AN UNDERSTANDING OF WHAT MOTIVATES THE YOUNG AMERICAN INDIAN STUDENT TO ATTEND SCHOOL AND TO WANT TO ACHIEVE IN A SCHOOL SETTING. THE SLOSSON INTELLIGENCE TEST AND THE WIDE RANGE ACHIEVEMENT TEST WERE USED TO EVALUATE THE EFFECTIVENESS OF THE ENGELMANN-BECKER FOLLOW THROUGH PROGRAM IN MOTIVATING STUDENTS. AT THE TIME OF THIS STUDY, THE ENGELMANN-BECKER SYSTEM WAS USED IN 5 ELEMENTARY SCHOOLS ON THE ROSEBUD SIOUX RESERVATION, SOUTH DAKOTA. SEVENTEEN CLASSROOMS IN THESE SCHOOLS USED THE ENGELMANN-BECKER CURRICULUM. OF THE 421 STUDENTS ENROLLED IN THE CLASSROOMS, 390 WERE SIOUX INDIAN CHILDREN. IT WAS CONCLUDED THAT MOTIVATION IS A VERY DIFFICULT THING TO MEASURE WITH THE EXISTING TESTING DEVICES USED IN THE FOLLOW THROUGH PROGRAM. THE TESTS DID INDICATE THAT THE STUDENTS WERE DOING QUITE WELL IN READING BUT WERE LAGGING IN SPELLING AND ARITHMETIC, WHICH COULD BE ATTRIBUTED TO THE TREMENDOUS READING PROGRAM OFFERED TO THE FOLLOW THROUGH STUDENTS. SEVERAL PARENTS HAVE QUESTIONED SOME OF THE METHODS OF INSTRUCTION IN THIS PROGRAM. THREE RECOMMENDATIONS ARE PRESENTED, E.G., EXPERIMENTING WITH NEW METHODS THAT MIGHT FIND BETTER WAYS OF TEACHING SPELLING AND ARITHMETIC TO THESE STUDENTS. (FF)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

ACCESSION NUMBER: ED086395

PUBLICATION DATE: MAY 70

TITLE: A PLAN FOR INDIAN PARENT INVOLVEMENT IN SOUTH DAKOTA DAY SCHOOLS.

PERSONAL AUTHOR: PETERS, DONALD C.

DESCRIPTOR: *AMERICAN INDIANS; ATTENDANCE PATTERNS; DAY SCHOOLS; DROPOUTS; EDUCATIONAL INNOVATION; *EDUCATIONAL NEEDS; *PARENT ATTITUDES; *PARENT PARTICIPATION; PARENT SCHOOL RELATIONSHIP; RESEARCH PROJECTS; RESERVATIONS (INDIAN); *SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIER: SOUTH DAKOTA

DESCRIPTIVE NOTE: 37P.; MASTER'S THESIS, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE PURPOSES OF THIS STUDY WERE TO (1) GAIN INSIGHT INTO SOME OF THE REASONS FOR THE ATTITUDE OF THE AMERICAN INDIAN PARENT TOWARD THEIR CHILD'S SCHOOL PROGRESS THROUGH A REVIEW OF INFLUENTIAL HISTORICAL FACTORS; (2) DETERMINE THE DEGREE AND THE EFFECT OF PARENTAL INTEREST TODAY; AND (3) MAKE RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVING PARENT INVOLVEMENT IN THE SCHOOL. THE METHOD USED INCLUDED A REVIEW OF THE CURRENT AVAILABLE LITERATURE. ADDITIONAL INFORMATION WAS OBTAINED THROUGH INTERVIEWS WITH EDUCATION PROFESSIONS DEVELOPMENT ACT INDIAN PANEL MEMBERS AND PARENTS OF SCHOOL AGE CHILDREN ON SOUTH DAKOTA RESERVATIONS. MOST TEACHERS FELT THAT INDIAN HOMES DO LITTLE TO ASSIST THE SCHOOL IN ENCOURAGING ATTENDANCE AND ATTENTION TO SCHOOLWORK, AND THEREFORE BETTER COMMUNICATION MUST BE ESTABLISHED BETWEEN SCHOOL AND PARENT. AN ACTIVE ADVERTISING CAMPAIGN TO INCREASE PARENTAL INTEREST IN THE INDIAN SCHOOLS WAS NEEDED. THE SCHOOLS NEEDED TO BECOME ACTIVE IN ALL LOCAL, COUNTY, AND STATE COMPETITION IN ACADEMIC AND RECREATIONAL ACTIVITIES. SEVERAL RECOMMENDATIONS WERE PRESENTED, E. G., CHANGING THE TEACHING METHODS AND CLASSROOM SETTING TO ACCOMMODATE INDIAN LEARNING STYLES BY TEACHING SIOUX LANGUAGE, NATURE LORE, MORAL VALUES, AND BY BRINGING THE INDIAN POINT OF VIEW INTO THE CLASSROOM. (FF)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

ACCESSION NUMBER: ED086396

PUBLICATION DATE: MAY 71

TITLE: MODEL INDIANS OF LOWER BRULE.

PERSONAL AUTHOR: MEUER, RAYMOND E.

DESCRIPTOR: ADULT LEADERS; *AMERICAN INDIANS; AUTOBIOGRAPHIES; *BIOGRAPHIES; *COMMUNITY LEADERS; CULTURAL BACKGROUND; HIGHER EDUCATION; *LEADERSHIP QUALITIES; LEADERSHIP STYLES; RESEARCH PROJECTS; RESERVATIONS (INDIAN); *ROLE MODELS; SELF ACTUALIZATION; TRIBES

IDENTIFIER: SOUTH DAKOTA

DESCRIPTIVE NOTE: 39P.; MASTER'S THESIS, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

THE PAPER PRESENTED BIOGRAPHICAL SKETCHES OF MANY PROMINENT CONTEMPORARY MODEL AMERICAN INDIANS FROM THE LOWER BRULE COMMUNITY AND IDENTIFIED QUALITIES THAT MAKE THEM OUTSTANDING MEMBERS OF THEIR COMMUNITY. THE STUDY FOLLOWED THESE 4 STEPS: (1) REVIEW CURRENT LITERATURE FOR HISTORICAL BACKGROUND; (2) INTERVIEW TRIBAL MEMBERS FROM THE LOWER BRULE INDIAN RESERVATION TO GET THE NAMES OF THE PERSONS THEY FEEL ARE THEIR MODELS; (3) INTERVIEW EACH MODEL PERSON TO OBTAIN INFORMATION FOR THE BIOGRAPHIC SKETCHES VIA THE CHECK-LIST USED FOR THEIR STUDY; AND (4) WRITE THE BIOGRAPHIC SKETCHES FROM THE DATA AND PRESENT THEM IN A PROJECT PAPER. THE MOST SIGNIFICANT QUALITIES FOUND AMONG THE LOWER BRULE MODEL INDIANS WERE THEIR ACTIVITIES TO IMPROVE THEIR OWN COMMUNITY AND THE EFFORTS THAT WERE BEING MADE TO BRING IN OUTSIDE SERVICES. THESE 20 BIOGRAPHICAL SKETCHES WERE WRITTEN FROM AN INDIAN POINT OF VIEW, AND HOPEFULLY WILL HELP TEACHERS AND SCHOOL ADMINISTRATORS UNDERSTAND CULTURAL DIFFERENCES IN THE COMMUNITY. (FF)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED086399

PUBLICATION DATE: MAY 70

TITLE: CONTEMPORARY INDIANS IN VARIOUS TYPES OF VOCATIONS IN SOUTH DAKOTA AND SURROUNDING AREAS.

PERSONAL AUTHOR: JERDE, BAYARD L.

DESCRIPTOR: *AMERICAN INDIANS; *BIOGRAPHIES; *CAREER CHOICE; ELEMENTARY SCHOOL STUDENTS; EMPLOYMENT OPPORTUNITIES; RESEARCH PROJECTS; RESERVATIONS (INDIAN); SELF ACTUALIZATION; *SELF CONCEPT; *VOCATIONAL INTERESTS

IDENTIFIER: SOUTH DAKOTA

DESCRIPTIVE NOTE: 66P.; MASTER'S THESIS, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

USING A "WEEKLY READER" TYPE FORM, THIS PAPER PRESENTED AMERICAN INDIANS IN VARYING TYPES OF VOCATIONS IN SOUTH DAKOTA AND SURROUNDING AREAS. A FORM LETTER AND AN ACCOMPANYING QUESTIONNAIRE WERE USED TO GATHER INFORMATION. THE FORM LETTER EXPLAINED THE PURPOSE OF THE QUESTIONNAIRE; THE QUESTIONNAIRE ASKED INDIVIDUALS FOR PERSONAL INFORMATION AND PAST AND PRESENT CAREERS. THE DATA WAS COLLECTED TO BE USED IN THE CLASSROOM TO HELP ACQUAINT THE INDIAN CHILDREN WITH PEOPLE OF THEIR RACE AND THE OCCUPATIONS THEY HAVE SELECTED. TO DATE THERE IS NO PERIODICAL WRITTEN FOR THE INDIAN CHILD DEALING WITH CONTEMPORARY INDIANS IN VARYING VOCATIONS IN SOCIETY. MOST OF THE LITERATURE PUBLISHED ON INDIAN FIGURES IS AT A READABILITY LEVEL BEYOND THAT OF AN ELEMENTARY SCHOOL CHILD. TO OVERCOME THIS, THE PAPER PRESENTED SHORT BIOGRAPHIES OF 28 CONTEMPORARY AMERICAN INDIANS. (FF)

AVAILABILITY: INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

ACCESSION NUMBER: ED086405

PUBLICATION DATE: 71

TITLE: CANADIAN RESEARCH IN INDIAN EDUCATION: A BIBLIOGRAPHY OF MASTERS' THESES AND DOCTORAL DISSERTATIONS.

PERSONAL AUTHOR: NARANG, H. L., COMP.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; *DOCTORAL THESES; DOCUMENTATION; *EDUCATIONAL RESEARCH; EDUCATIONAL RESEARCHERS; ETHNIC GROUPS; *MASTERS THESES; NONRESERVATION AMERICAN INDIANS; RESERVATIONS (INDIAN); TRIBES

IDENTIFIER: CANADA

DESCRIPTIVE NOTE: 3P.

THIRTY MASTER'S THESES AND 4 DOCTORAL DISSERTATIONS PUBLISHED BETWEEN 1922 AND 1971 ABOUT AMERICAN INDIANS ARE LISTED IN THIS BIBLIOGRAPHY. EMPHASIS IS ON INDIAN EDUCATION IN CANADA. THE LISTINGS ARE INTENDED FOR UNDERGRADUATE AND GRADUATE LEVEL STUDENTS AS WELL AS EDUCATORS AND THOSE INTERESTED IN INDIAN EDUCATION. (FF)

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ACCESSION NUMBER: ED086411

PUBLICATION DATE: AUG 72

TITLE: THE INDIAN HEALTH PROGRAM OF THE U.S. PUBLIC HEALTH SERVICE, 1972.

DESCRIPTOR: *AMERICAN INDIANS; *ESKIMOS; *FEDERAL PROGRAMS; HEALTH FACILITIES; *HEALTH OCCUPATIONS EDUCATION; HEALTH PROGRAMS; *HEALTH SERVICES; PROGRAM DESCRIPTIONS; RESERVATIONS (INDIAN); RURAL AREAS; STATISTICAL DATA; TREATIES; TRIBES

IDENTIFIER: INDIAN HEALTH PROGRAM

DESCRIPTIVE NOTE: 32P.; RELATED DOCUMENT IS ED054896

THE AMERICAN INDIAN HEALTH SERVICE (AIHS) IS A COMPONENT OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE'S HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION. AIHS IS RESPONSIBLE TO 422,000 INDIANS BELONGING TO MORE THAN 250 TRIBES AND 53,000 INDIANS LIVING IN 300 ALASKAN VILLAGES. THE GOAL OF THE AIHS IS TO RAISE THE HEALTH OF THE INDIAN AND ALASKAN NATIVE PEOPLE TO THE HIGHEST POSSIBLE LEVEL AND ASSIST THEM IN EVERY WAY POSSIBLE TO ACHIEVE A BETTER QUALITY OF LIFE. ONE OF THE MOST SIGNIFICANT DEVELOPMENTS OVER THE YEARS HAS BEEN THE INCREASING INVOLVEMENT OF INDIANS AND ALASKAN NATIVES IN ALL PHASES OF THEIR HEALTH PROGRAM AND, MOST ESPECIALLY, IN ASSUMPTIONS OF LEADERSHIP ROLES. THE HEALTH PROGRAMS DISCUSSED ARE: (1) THE INDIAN HEALTH SERVICE (ORGANIZATION); (2) THE AIHS COMPREHENSIVE HEALTH PROGRAM (FACILITIES AND SERVICES); (3) NEW DIRECTIONS; (4) SPECIAL PROGRAMS, E.G., MENTAL HEALTH AND OTITIS MEDIA; (5) ENVIRONMENTAL HEALTH; (6) TRAINING AND EDUCATION, E.G., COMMUNITY HEALTH MEDICS, REPRESENTATIVES, AIDES, AND DENTAL ASSISTANTS; (7) PROGRESS SINCE 1955; (8) ACCOMPLISHMENTS; (9) STATISTICAL HIGHLIGHTS, SUCH AS VITAL EVENTS; (10) HEALTH FACILITIES (BY STATES); AND (11) ADMINISTRATIVE OFFICES. (FF)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 1728-0003; $0.50)

ACCESSION NUMBER: ED086414

PUBLICATION DATE: 28 FEB 73

TITLE: AMERICAN INDIAN EDUCATION: SEPARATION, AMALGAMATION, OR WHAT?

PERSONAL AUTHOR: ZEPHIER, RICHARD

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *COMMUNITY CONTROL; *EDUCATIONAL RESPONSIBILITY; FEDERAL PROGRAMS; GOVERNMENT ROLE; HISTORY; *INDIVIDUAL POWER; LEGAL RESPONSIBILITY; PRIVATE SCHOOLS; PUBLIC SCHOOLS; RESERVATIONS (INDIAN); *SCHOOL COMMUNITY RELATIONSHIP; TREATIES

IDENTIFIER: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION (105TH, ATLANTIC CITY, N.J., FEBRUARY 24-28, 1973)

THIS ESSAY EXAMINES AMERICAN INDIAN EDUCATION FROM A HISTORICAL PERSPECTIVE AND ANALYZES THE ROLE OF THE SCHOOL AS AN INSTITUTION IN AN INDIAN COMMUNITY. SINCE THE ARRIVAL OF THE WHITE MAN IN AMERICA, INDIANS HAVE FACED A WORLD OF CULTURAL CONFLICT. THROUGHOUT THE HISTORY OF INDIAN EDUCATION, THEIR VALUES AND WAY OF LIFE HAVE BEEN DEMEANED. THE INDIAN PEOPLE AND THE U.S. GOVERNMENT ARE PRESENTLY GOING THROUGH THE ERA OF SELF-DETERMINATION FOR INDIAN PEOPLE. IF THE INDIAN IS TO CONTROL THE EDUCATION OF HIS CHILDREN, HE WILL BE FACED WITH THE RESPONSIBILITY OF DETERMINING THE DIRECTION FOR THAT PEDAGOGY. THE FOLLOWING ARE 3 DIVISIONS OF CULTURE THAT EXIST IN AND CHARACTERIZE THE INDIAN COMMUNITY, AND THAT WILL BE INFLUENTIAL IN DIRECTING THAT COMMUNITY'S SYSTEM: (1) THE TRADITIONALISTS OR CONSERVATIVES; (2) THE MODERATES OR BICULTURALISTS; AND (3) THE PROGRESSIVES. THIS ESSAY EMPHASIZES COMMUNITY CONTROL, BY INDIAN PEOPLE, OF INDIAN SCHOOLS. (FF)

ACCESSION NUMBER: ED086415

PUBLICATION DATE: 21 MAR 73

TITLE: AMERICAN INDIAN EDUCATION: SEPARATION, AMALGAMATION, OR WHAT?

PERSONAL AUTHOR: LYNCH, PATRICK D.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *COMMUNITY CONTROL; *EDUCATIONAL OBJECTIVES; *EDUCATIONAL RESOURCES; EDUCATIONAL RESPONSIBILITY; LEGAL RESPONSIBILITY; *POST SECONDARY EDUCATION; RESERVATIONS (INDIAN)

IDENTIFIER: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, ANNUAL CONVENTION (105TH, SAN FRANCISCO, CALIFORNIA, MARCH 17-21, 1973)

THE ESSAY IS CONCERNED WITH WHAT HAPPENS TO AMERICAN INDIAN STUDENTS AFTER GRADE 12. WHAT STUDENTS DO ONCE THEY HAVE COMPLETED GRADE 12 DETERMINES WHAT KIND OF EDUCATIONAL SYSTEM IS TO BE BUILT. HOWEVER, IN THE CASE OF MINORITIES, ESPECIALLY NATIVE AMERICANS, PROFESSIONALS HAVE ASSUMED THAT SCHOOLS ARE SOCIALIZATION AGENCIES, THAT THEY ARE TERMINAL INSTITUTIONS, AND THAT SKILLS ARE SECONDARY TO SOCIALIZATION. A SCHOOL SYSTEM NEEDS BOTH ENDS AND MEANS, BUT SCHOOLS FOR INDIAN CHILDREN LACK ENDS. THE DISCUSSION OF POST HIGH SCHOOL INSTITUTIONS IS NOT SO MUCH A CRITICISM OF EXISTING OR PROJECTED PROGRAMS AS A QUESTIONING OF ENDS. IT APPEARS THAT DECISIONS HAVE BEEN MADE ABOUT WHERE INDIAN STUDENTS ARE GOING MAINLY ON THE BASIS OF MEANS. TOO OFTEN INSTITUTIONAL FUNCTIONS REPLACE GOALS OR ENDS AS THE MOST IMPORTANT CONCERN OF POLICY MAKERS. THE ESSAY EMPHASIZES THAT MEANS SHOULD BE SUBORDINATED TO ENDS, NOT THE OTHER WAY AROUND. (FF)

ACCESSION NUMBER: ED086416

PUBLICATION DATE: 71

TITLE: YAKIMA INDIAN NATION.

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIES; *CHRONICLES; COMMUNITY INVOLVEMENT; *CULTURAL BACKGROUND; DEMOGRAPHY; EDUCATION; *GOVERNMENTAL STRUCTURE; GROUP STRUCTURE; HEALTH SERVICES; HISTORY; LEADERSHIP QUALITIES; RESERVATIONS (INDIAN); *TREATIES; TRIBES; WAR

IDENTIFIER: WASHINGTON STATE; *YAKIMAS

DESCRIPTIVE NOTE: 50P.

THIS BOOKLET WAS PREPARED BY THE YAKIMA AGENCY, BUREAU OF INDIAN AFFAIRS, TO PROVIDE INFORMATION TO THE PUBLIC ON THE HISTORY AND CUSTOMS OF THE YAKIMA INDIAN NATION, AS WELL AS EXPLAINING LIFE ON THE RESERVATION TODAY. THE EVENTS MENTIONED RANGE FROM 1775 TO JULY 1, 1971. SINCE THIS DOCUMENT ONLY SKIMS THE SURFACE OF YAKIMA CULTURE AND HISTORY, READERS ARE ENCOURAGED TO SEEK A DEEPER UNDERSTANDING BY USING PUBLICATIONS IN THE BIBLIOGRAPHY. (FF)

ACCESSION NUMBER: ED086419

PUBLICATION DATE: 73

TITLE: AMERICAN INDIAN AND ESKIMO AUTHORS: A COMPREHENSIVE BIBLIOGRAPHY.

PERSONAL AUTHOR: HIRSCHFELDER, ARLENE B., COMP.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *AUTHORS; CULTURE; *ESKIMOS; HISTORY; INDIVIDUALISM; LITERATURE; RELIGION; *SELF CONCEPT; TRIBES

DESCRIPTIVE NOTE: 99P.

COMPILED TO INFORM THE GENERAL PUBLIC OF THE LARGE BODY OF NATIVE AMERICAN LITERATURE AVAILABLE, THIS IS THE MOST COMPREHENSIVE BIBLIOGRAPHY OF AMERICAN AND ESKIMO AUTHORS EVER PUBLISHED. IT IS A REVISED AND ENLARGED EDITION OF A BIBLIOGRAPHY PUBLISHED BY THE ASSOCIATION ON AMERICAN INDIAN AFFAIRS IN 1970. IT CONTAINS ALMOST 400 TITLES WRITTEN OR NARRATED BY NEARLY 300 INDIAN AND ESKIMO AUTHORS REPRESENTING MORE THAN 100 TRIBES. PUBLICATION DATES RANGE FROM 1825 TO 1973. THE DOCUMENT ALSO LISTS AUTHORS BY TRIBE. MANY OF THE DOCUMENTS GIVEN AS "OUT OF PRINT" MAY NOW BE AVAILABLE BECAUSE OF THE CURRENT INTEREST IN NATIVE AMERICANS. ADDITIONAL SOURCES FOR FIRSTHAND ACCOUNTS WRITTEN BY AMERICAN INDIANS AND ESKIMOS ARE GIVEN IN THE FOREWORD. PUBLISHERS ARE LISTED AT THE END OF THE DOCUMENT. (KM)

AVAILABILITY: INTERBOOK INCORPORATED, 545 EIGHTH AVENUE, NEW YORK, N.Y. 10018 ($4.00)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED086420

PUBLICATION DATE: 73

TITLE: AMERICAN INDIAN AUTHORS FOR YOUNG READERS: A SELECTED BIBLIOGRAPHY.

PERSONAL AUTHOR: BYLER, MARY GLOYNE, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ATTITUDES; *AUTHORS; *CHILDRENS BOOKS; ORAL EXPRESSION; *SELF CONCEPT; STEREOTYPES; TRIBES

DESCRIPTIVE NOTE: 26P.

AN ANNOTATED BIBLIOGRAPHY FOR YOUNG READERS, THIS DOCUMENT CONTAINS APPROXIMATELY 60 LISTINGS OF BOOKS WRITTEN BY AMERICAN INDIAN AUTHORS. THE BOOKS, WHICH WERE PUBLISHED BETWEEN 1909 & 1973, WERE LIMITED TO THOSE AUTHORED BY AMERICAN INDIANS TO AVOID SUBTLE STEREOTYPES, MISCONCEPTIONS, AND CLICHES. ALSO, MANY BOOKS ARE GIVEN WHICH WOULD NOT ORDINARILY APPEAR IN A BIBLIOGRAPHY OF CHILDREN'S BOOKS, BUT WHICH ARE INTENDED TO FULFILL THE SPIRIT OF ORAL TRADITION. SEVEN MISCELLANEOUS BOOKS, RECORDS, AND MAGAZINES ARE INCLUDED AT THE END OF THE DOCUMENT, ALONG WITH A LIST OF PUBLISHERS. (KM)

AVAILABILITY: INTERBOOK INCORPORATED, 545 EIGHTH AVENUE, NEW YORK, N.Y. 10018 ($1.00)

ACCESSION NUMBER: ED086422

PUBLICATION DATE: JUL 73

TITLE: FINAL EVALUATION REPORT: YUPIK BILINGUAL EDUCATION PROJECT, ALASKA STATE-OPERATED SCHOOL SYSTEM, JULY 1973.

PERSONAL AUTHOR: ORVIK, JAMES M.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; BASIC SKILLS; *BILINGUAL EDUCATION; *EARLY CHILDHOOD EDUCATION; ENGLISH (SECOND LANGUAGE); *ESKIMOS; *LANGUAGE ABILITY; *PROGRAM EVALUATION; SKILL DEVELOPMENT; STATE SCHOOLS; STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: ALASKA; *ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; YUPIK LANGUAGE

DESCRIPTIVE NOTE: 40P.

THE ALASKA STATE OPERATED SCHOOL SYSTEM (ASOSS) HAS NOW COMPLETED ITS SECOND FULL YEAR OF EXPERIMENTAL BILINGUAL EDUCATION. IN AN AREA WHERE YUPIK ESKIMO IS OFTEN THE FIRST AND ONLY LANGUAGE SPOKEN BY THE NATIVE CITIZENS, A DECISION WAS MADE TO EXPERIMENT WITH TEACHING THE EARLY PRIMARY GRADES IN THE NATIVE LANGUAGE, INTRODUCING ENGLISH AS A SECOND LANGUAGE (ESL) IN SMALL, MANAGEABLE PORTIONS. TO DETERMINE THE VALIDITY OF SUCH AN APPROACH, AN EVALUATION DESIGN WAS CONDUCTED OVER A 3 YEAR IMPLEMENTATION PERIOD. THE 2 CATEGORIES OF INSTRUMENTS USED FOR THE EVALUATION WERE: (1) ACADEMIC--YUPIK LITERACY AND NUMERICAL SKILLS; (2) LINGUISTIC--ACQUISITION OF GRAMMAR AND MEANING IN YUPIK AND ENGLISH. THE ANALYSIS PROCEDURE WAS THE METHOD OF T-TEST FOR DIFFERENCES BETWEEN INDEPENDENT GROUP MEANS. THE STATISTICAL ANALYSIS RESULTS ARE PRESENTED IN 3 SECTIONS: (1) LITERACY, (2) NUMERICAL SKILLS, AND (3) LINGUISTIC SKILLS. IN EACH SECTION THE RESULTS ARE GENERALLY DESCRIBED, FOLLOWED BY A BRIEF DISCUSSION OF THE OVERALL PATTERNS AS A WHOLE. PROGRAM RECOMMENDATIONS IN THE FINAL SECTION OF THE REPORT CONCERN: (1) INSTRUCTIONAL OBJECTIVES, (2) ENGLISH LITERACY, (3) MATH, (4) ALPHABET, AND (5) CREATIVE WRITING. (FF)

ACCESSION NUMBER: ED086423

PUBLICATION DATE: JUL 73

TITLE: FINAL EVALUATION REPORT: PRIMARY ESKIMO PROJECT OF THE U.S. BUREAU OF INDIAN AFFAIRS, BETHEL AGENCY, BETHEL ALASKA, JULY 1973.

PERSONAL AUTHOR: ORVIK, JAMES M.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; BASIC SKILLS; *BILINGUAL EDUCATION; *EARLY CHILDHOOD EDUCATION; ENGLISH (SECOND LANGUAGE); *ESKIMOS; FEDERAL PROGRAMS; *LANGUAGE ABILITY; *PROGRAM EVALUATION; SKILL DEVELOPMENT; STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: ALASKA; BIA; BUREAU OF INDIAN AFFAIRS; YUPIK LANGUAGE

DESCRIPTIVE NOTE: 40P.

THE BETHEL AGENCY, BUREAU OF INDIAN AFFAIRS, HAS NOW COMPLETED ITS 3RD YEAR OF EXPERIMENTAL BILINGUAL EDUCATION. BEGINNING IN 1970 WITH 3 PILOT SCHOOLS AND ADDING 4 SCHOOLS THE FOLLOWING YEAR, 3 GRADE LEVELS IN 17 KUSKOKWIM RIVER VILLAGE CLASSROOMS HAVE BEEN REACHED BY THE PRIMARY ESKIMO PROGRAM. TO DETERMINE THE VALIDITY OF THIS APPROACH, AN EVALUATION DESIGN WAS CONDUCTED OVER A 3 YEAR IMPLEMENTATION PERIOD. THE 2 CATEGORIES OF INSTRUMENTS USED FOR THE PRESENT EVALUATION WERE: (1) ACADEMIC--YUPIK LITERACY AND NUMERICAL SKILLS; (2) LINGUISTIC--ACQUISITION OF GRAMMAR AND MEANING IN YUPIK AND ENGLISH. THE ANALYSIS PROCEDURE USED WAS THE METHOD OF T-TEST FOR DIFFERENCES BETWEEN INDEPENDENT GROUP MEANS. THE RESULTS OF THE STATISTICAL ANALYSIS ARE PRESENTED IN 3 MAIN SECTIONS: (1) LITERACY SKILLS, (2) NUMERICAL SKILLS, AND (3) LINGUISTIC SKILLS. IN EACH SECTION, THE RESULTS ARE GENERALLY DESCRIBED, FOLLOWED BY A BRIEF DISCUSSION OF THE OVERALL PATTERNS AS A WHOLE. PROGRAM RECOMMENDATIONS IN THE FINAL SECTION OF THE REPORT COVER: (1) INSTRUCTIONAL OBJECTIVES, (2) MATH, (3) ALPHABET, (4) CREATIVE WRITING, AND (5) ENGLISH AS A SECOND LANGUAGE. (FF)

ACCESSION NUMBER: ED086425

PUBLICATION DATE: 73

TITLE: ANNUAL REPORT TO THE OFFICE OF INDIAN AFFAIRS FROM THE DIRECTOR AND THE SUPERVISORS OF INDIAN EDUCATION FOR THE STATE OF MINNESOTA, 1972-73.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *ANNUAL REPORTS; COMMUNITY CONTROL; *EDUCATIONAL DEVELOPMENT; EDUCATIONAL IMPROVEMENT; ELEMENTARY EDUCATION; *FEDERAL PROGRAMS; FEDERAL STATE RELATIONSHIP; FINANCIAL SERVICES; NONRESERVATION AMERICAN INDIANS; SECONDARY SCHOOLS; *STATE PROGRAMS; TABLES (DATA); TRIBES

IDENTIFIER: JOHNSON O MALLEY ACT; JOM; *MINNESOTA

DESCRIPTIVE NOTE: 104P.; RELATED DOCUMENT IS ED078991; TABLES IN DOCUMENT TAKE UP TWO MICROFICHE FRAMES EACH, ACTUAL PAGE COUNT IS 94P.

THE DIRECTOR'S SECTION OF THIS 1972-73 REPORT DETAILS THE TRIBAL TAKE-OVER OF JOHNSON-O'MALLEY (JOM) FUNDS AND THE STATE'S INDIAN EDUCATION PROGRAM. THE NARRATIVE PORTION DESCRIBES JOM AND SUPPORTIVE PROGRAMS FOR AMERICAN INDIANS IN MINNESOTA. JOM SUPPORTED PROJECTS COVER 3 PRINCIPLE AREAS: (1) BASIC, E.G., TRANSPORTATION; (2) PARENTAL COST EXPENDITURES; AND (3) SPECIAL SERVICES, SUCH AS GUIDANCE COUNSELING. SUPPORTIVE PROGRAMS ENCOMPASS 4 AREAS: (1) REGIONAL INDIAN MATERIAL COLLECTION; (2) PUBLIC LAW (PL) 81-874, FEDERALLY IMPACTED AREAS; (3) PL 89-10, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1966; AND (4) CHAPTER 566, MINNESOTA AID TO INDIAN EDUCATION ACT. THE REPORT CONTAINS THE STATE LAW ON SCHOLARSHIPS FOR ELIGIBLE INDIAN STUDENTS, AMENDMENTS TO SECTION 4 OF THIS LAW AND OTHER AVAILABLE SCHOLARSHIPS, MEMBERS OF THE INDIAN SCHOLARSHIP COMMITTEE, A BRIEF SUMMARY OF ALL STUDENTS GIVEN SCHOLARSHIP ASSISTANCE, AND INFORMATION ABOUT GRADUATES AND OTHER STUDENTS ASSISTED IN HIGHER EDUCATION AND VOCATIONAL SCHOOLS. THE REPORT ALSO PRESENTS THE NARRATIVE REPORT OF THE STATEWIDE OPPORTUNITIES FOR MINNESOTA INDIANS--ADULT BASIC EDUCATION PROGRAM, AS ADMINISTERED BY THE STATE DEPARTMENT OF EDUCATION. STATISTICAL TABLES COVERING SUCH AREAS AS THE RATE OF SCHOOL TAXES AND AGE-GRADE INDIAN ENROLLMENT (DROPOUTS) AMOUNT TO APPROXIMATELY 1/2 OF THIS REPORT. THE MINNESOTA EDUCATION COMMITTEE AND BUDGETED AND NON-BUDGETED SCHOOL DISTRICTS ARE ALSO LISTED. (FF)

ACCESSION NUMBER: ED086426

PUBLICATION DATE: 73

TITLE: INDIAN EDUCATION AND TRAINING OPPORTUNITIES AT COLUMBIA JR. COLLEGE, COLUMBIA, CALIFORNIA.

DESCRIPTOR: *AMERICAN INDIANS; BEHAVIORAL OBJECTIVES; BUILDINGS; *CURRICULUM DEVELOPMENT; *CURRICULUM EVALUATION; DROPOUTS; EQUIPMENT MAINTENANCE; FIRE SCIENCE EDUCATION; FORESTRY OCCUPATIONS; HEALTH OCCUPATIONS; *JUNIOR COLLEGES; MOTIVATION; PREVOCATIONAL EDUCATION; SKILLED OCCUPATIONS; STUDENT CHARACTERISTICS; *VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 345P.; PAGES 182 TO 210 WILL TAKE UP 2 MICROFICHE FRAMES EACH, ACTUAL PAGE COUNT IS 316P.

THE PURPOSE OF THIS PROJECT WAS TO DEVELOP A TRANSITIONAL INSTRUCTIONAL PROGRAM TO SERVE OUT-OF-SCHOOL AND DROP-OUT AMERICAN INDIAN YOUTH ENTERING VOCATIONAL EDUCATION PROGRAMS IN FOREST TECHNOLOGY, FIRE SCIENCE, HEAVY EQUIPMENT MAINTENANCE AND HEALTH OCCUPATIONS. THE PROJECT WAS DESIGNED TO DEVELOP A 3-QUARTER TRANSITIONAL PROGRAM CONCERNED WITH THE DEVELOPMENT OF BASIC SKILLS, CAREER PLANNING, AN INTRODUCTORY CORE IN 2 CAREER AREA CLUSTERS, WORK EXPERIENCE OF BOTH A GENERAL AND VOCATIONAL NATURE, AND WORK HABITS. IT INVOLVED THE RECRUITING OF 20-25 INDIAN YOUTH PER QUARTER TO START INTO THE 3-QUARTER SEQUENCE. THIS PROJECT PROVIDED SEED MONEY TO: (1) OPEN ACCESS TO COLLEGE PROGRAMS TO INDIAN STUDENTS; (2) DEVELOP TRANSITIONAL CORE PROGRAMS ALLOWING UNDECIDED STUDENTS TO EXPLORE CAREER POSSIBILITIES IN THE MOUNTAIN ORIENTED OCCUPATIONS AND HEALTH RELATED OCCUPATIONS. THE REPORT ALSO EXPLAINED THE CURRICULUM DEVELOPMENT TECHNIQUES UTILIZED BY THE PROJECT. COVERING FIRE SCIENCE, FOREST TECHNOLOGY, AND HEAVY EQUIPMENT MAINTENANCE, 92 BEHAVIORAL OBJECTIVES WERE GIVEN. OF THESE, 51 WERE CORE CONTENT FOR ALL 3 AREAS. THESE OBJECTIVES WERE THEN EVALUATED FOR STRENGTHS AND WEAKNESSES, USING REPORTS SUBMITTED BY THE INSTRUCTORS. ADDITIONALLY, SUBJECTS, PURPOSES, AND TEACHING PATTERNS WERE GIVEN FOR HOSPITAL BUILDING MAINTENANCE AND HEALTH OCCUPATIONS TO BOTH INTEREST AND MOTIVATE STUDENTS. (EE/KM)

ACCESSION NUMBER: ED086428

PUBLICATION DATE: DEC 73

TITLE: YOUR RIGHT TO INDIAN WELFARE. A HANDBOOK ON THE BIA GENERAL ASSISTANCE PROGRAM.

PERSONAL AUTHOR: WARD, MARTHA, COMP.; BARLOW, SARAH W., COMP.

DESCRIPTOR: *AMERICAN INDIANS; CIVIL RIGHTS; *ECONOMICALLY DISADVANTAGED; EQUAL PROTECTION; *ESKIMOS; FEDERAL PROGRAMS; INCOME; LAWS; NEEDS; NONRESERVATION AMERICAN INDIANS; RESERVATIONS (INDIAN); *STATE FEDERAL SUPPORT; TAX SUPPORT; UNEMPLOYMENT; *WELFARE SERVICES

DESCRIPTIVE NOTE: 56P.

THE HANDBOOK HELPS AMERICAN INDIANS AND ALASKAN NATIVES LEARN ABOUT THEIR RIGHTS UNDER THE BUREAU OF INDIAN AFFAIRS GENERAL ASSISTANCE (GA) WELFARE PROGRAM. THIS PROGRAM IS RUN BY THE BUREAU OF INDIAN AFFAIRS (BIA) AND IS ONLY FOR ALASKAN NATIVES AND INDIANS IN 15 STATES: ALASKA, ARIZONA, COLORADO (SOUTHERN UTE RESERVATION ONLY), IDAHO, MINNESOTA (RED LAKE RESERVATION ONLY), MISSISSIPPI, MONTANA, NEBRASKA, NEVADA, NEW MEXICO, NORTH CAROLINA, NORTH DAKOTA, OKLAHOMA, SOUTH DAKOTA, AND WYOMING. THE HANDBOOK TELLS THE READER WHERE TO LOOK IN THE GA PART OF THE BIA MANUAL, SECTION 3.1, TO FIND THE RIGHTS MENTIONED IN THE HANDBOOK. IT ALSO TELLS THE NUMBER OF THE BUREAU'S RULE ON A SUBJECT FOR FURTHER REFERENCE. THIS HANDBOOK COVERS 5 MAIN AREAS WITH SUBTOPICS: (1) WELFARE PROGRAMS AND DEFINITIONS; (2) WHO CAN GET GA AND HOW TO GET IT; (3) GA PAYMENTS; (4) BIA DECISIONS, RECORDS, AND APPEALS; AND (5) OTHER PROGRAMS, SUCH AS FOOD PROGRAMS AND LEGAL ADVICE. (FF)

AVAILABILITY: U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C. 20425

ACCESSION NUMBER: ED086429

PUBLICATION DATE: DEC 73

TITLE: CARTEL: ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS NO. 12. CUMULATIVE ISSUE--1973.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *BILINGUAL EDUCATION; CHINESE; CULTURAL BACKGROUND; CURRICULUM GUIDES; EDUCATIONAL RESOURCES; *ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; INSTRUCTIONAL MATERIALS; MEXICAN AMERICANS; NATIVE SPEAKERS; PORTUGUESE; PUERTO RICAN CULTURE; RUSSIAN; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 210P.

APPROXIMATELY 400 BOOKS, CURRICULUM GUIDES, JOURNALS, AND EDUCATIONAL RESOURCE MATERIALS PUBLISHED BETWEEN 1967 AND 1973 ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS ON THE SPANISH-SPEAKING, AMERICAN INDIANS, FRENCH, PORTUGUESE, CHINESE, AND RUSSIANS. THIS LISTING SHARES WITH BILINGUAL BICULTURAL PROJECT PERSONNEL THE INFORMATION NEEDED FOR THE ACQUISITION OF RELEVANT MATERIALS FOR THEIR PROGRAMS. ALL MATERIALS LISTED MUST BE AVAILABLE IN THE UNITED STATES OR ITS TERRITORIES AND MUST RELATE TO TITLE VII ELEMENTARY AND SECONDARY EDUCATION ACT OR OTHER BILINGUAL BICULTURAL PROGRAMS. A TYPICAL ANNOTATION INCLUDES THE FOLLOWING, IN ORDER: TITLE, AUTHOR OR DEVELOPING AGENCY, NAME AND ADDRESS OF THE PUBLISHER, PUBLICATION DATE, NUMBER OF PAGES, LANGUAGE(S) USED, INTENDED AUDIENCE OR LEVEL, AND DESCRIPTIVE STATEMENT. TITLE, AUTHOR, AND SUBJECT INDEXES ARE GIVEN FOR THE READER'S USE. PUBLISHERS AND DISTRIBUTORS ARE LISTED ALPHABETICALLY AT THE END OF THE DOCUMENT. (FF)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEX. 78721 ($3.70)

ACCESSION NUMBER: ED086431

PUBLICATION DATE: 7 MAR 72

TITLE: COMPREHENSIVE INDIAN EDUCATION ACT. HEARINGS BEFORE THE COMMITTEE ON INTERIOR AND INSULAR AFFAIRS, UNITED STATES SENATE, 92ND CONGRESS, 2ND SESSION ON S.2724.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; COMPREHENSIVE PROGRAMS; *EDUCATIONAL IMPROVEMENT; EDUCATIONAL OBJECTIVES; ESKIMOS; *FEDERAL LEGISLATION; FEDERAL PROGRAMS; GOVERNING BOARDS; LEGAL RESPONSIBILITY; NONRESERVATION AMERICAN INDIANS; POLITICAL ISSUES; PUBLIC SCHOOLS; RESERVATIONS (INDIAN); *TREATIES; TRIBES

IDENTIFIER: *COMPREHENSIVE INDIAN EDUCATION ACT; S.2724

DESCRIPTIVE NOTE: 521P.; RELATED DOCUMENT, RC007604; TABLES ON PAGES 201 TO 252 WILL TAKE UP TWO MICROFICHE EACH, ACTUAL PAGE COUNT IS 469P.

A TRANSCRIPT OF THE U.S. SENATE'S PUBLIC HEARINGS ON S.2724, THE COMPREHENSIVE INDIAN EDUCATION BILL, IS PRESENTED. THE PURPOSE OF S.2724 IS TO ESTABLISH A NATIONAL AMERICAN INDIAN EDUCATION PROGRAM BY CREATING A NATIONAL BOARD OF REGENTS FOR INDIAN EDUCATION, CARRYING OUT OF A NATIONAL INDIAN EDUCATION PROGRAM, THE ESTABLISHMENT OF LOCAL INDIAN SCHOOL BOARDS, AND FOR OTHER EDUCATIONAL PURPOSES. THIS BILL ORIGINATED IN SEPTEMBER 1971 AS AN OUTGROWTH OF HEARINGS HELD THEN ON A BILL DEALING PRIMARILY WITH THE EDUCATION OF INDIAN CHILDREN IN PUBLIC SCHOOLS. WITHOUT EXCEPTION, THE INDIAN WITNESSES TESTIFYING AT THOSE HEARINGS ASKED FOR A COMPREHENSIVE INDIAN EDUCATION ACT TO PROVIDE IMPROVED EDUCATION OPPORTUNITIES FOR CHILDREN AND ADULTS REGARDLESS OF WHETHER THEY WERE IN FEDERAL OR OTHER PUBLIC SCHOOLS. THIS HEARING HEARD TESTIMONY FROM REPRESENTATIVES OF THE MAJORITY OF THE INDIAN PEOPLE, AND FROM THE 2 FEDERAL AGENCIES MOST INVOLVED WITH S.2724--HEALTH, EDUCATION, AND WELFARE AND THE DEPARTMENT OF INTERIOR--AS WELL AS FROM SPOKESMEN FROM THE MAJOR EDUCATIONAL ORGANIZATIONS. THE TESTIMONIES ARE PRESENTED IN THEIR ENTIRETY. (FF)

ACCESSION NUMBER: ED086432

PUBLICATION DATE: OCT 71

TITLE: AN ASSESSMENT OF ADULT EDUCATION AS EXPRESSED BY MEMBERS OF THE YAKIMA INDIAN NATION.

DESCRIPTOR: *ADULT EDUCATION PROGRAMS; *ADULT VOCATIONAL EDUCATION; *AMERICAN INDIANS; *EDUCATIONAL INNOVATION; INDIVIDUAL CHARACTERISTICS; *PROGRAM EVALUATION; RESEARCH PROJECTS; RESERVATIONS (INDIAN)

IDENTIFIER: *YAKIMAS

DESCRIPTIVE NOTE: 43P.; RELATED DOCUMENT IS ED 086431

THE PURPOSE OF THE STUDY WAS TO PROVIDE INFORMATION AND GUIDELINES FOR FUTURE PLANNING OF ADULT EDUCATION PROGRAMS BY THE YAKIMA INDIAN NATION, THE BUREAU OF INDIAN AFFAIRS, AND THE CENTRAL WASHINGTON STATE COLLEGE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION. DATA WERE COLLECTED BY FIELD INTERVIEWS. A RESPONDENT SAMPLE WAS SELECTED FROM 4 COMMUNITIES: WHITE SWAN, WAPATO, TOPPENISH, AND SATUS. INDIAN ADULTS WERE SOMEWHAT RETICENT ABOUT BEING ASKED TO VOICE THEIR VIEWPOINTS AND OPINIONS ON EDUCATION AND THIS SHOULD HAVE BEEN INCLUDED IN THE PROJECT DESIGN. OF THOSE WHO DID RESPOND, A SIGNIFICANT NUMBER HAD LITTLE OR NO KNOWLEDGE OF THE PRESENT ADULT BASIC EDUCATION PROGRAMS IN WHITE SWAN AND WAPATO. THE RESPONDENTS' EDUCATIONAL BACKGROUND SUGGESTED A HIGHER LEVEL OF GRADE COMPLETION (10.7 YEARS) THAN THE NATIONAL AVERAGE FOR INDIAN PEOPLE (5.6 YEARS). RESPONDENTS IN THE AGE 25-45 AND THE 46+ YEAR AGE BRACKETS IDENTIFIED TRIBAL STUDIES AS HAVING CONSIDERABLE PRIORITY. TWELVE RECOMMENDATIONS AND PROGRAM SUGGESTIONS WERE LISTED, SUCH AS: (1) TO ACHIEVE THE NEEDED RELEVANCY IN ADULT EDUCATION PROGRAMS, IT WAS RECOMMENDED THAT A CLUSTER APPROACH BE FAVORED; (2) IN ORDER TO PROVIDE DESIRED CAREER CLASSES THAT COULD LEAD TO MEANINGFUL EMPLOYMENT, IT WAS RECOMMENDED THAT POTENTIAL JOB OPPORTUNITIES ON OR NEAR THE RESERVATION BE ASSESSED. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 086431

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ACCESSION NUMBER: ED086434

PUBLICATION DATE: 26 FEB 74

TITLE: EDUCATING NATIVE AMERICAN (INDIANS): BETTER PROGRAMS NEEDED.

PERSONAL AUTHOR: STEELE, DORRANCE D.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; *EDUCATIONAL HISTORY; *EDUCATIONAL RESPONSIBILITY; FEDERAL PROGRAMS; *PARENT SCHOOL RELATIONSHIP; RESERVATIONS (INDIAN); TREATIES; TRIBES

DESCRIPTIVE NOTE: 7P.; PAPER PRESENTED AT THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS 106TH ANNUAL CONVENTION, ATLANTIC CITY, N.J., FEBRUARY 22-26, 1974

THE INTENTION OF THIS PAPER WAS TO INFORM READERS ABOUT EDUCATING NATIVE AMERICANS AND WHAT COULD BE DONE TO BETTER MEET THE INDIANS' NEEDS. TO PRESENT THIS, THE PAPER COVERED THE HISTORY OF INDIAN EDUCATION, THE PRESENT, AND THE FUTURE. INDIANS WERE INITIALLY EDUCATED TO FORCE THEM TO CHANGE, ASSIMILATE, AND BECOME ACCULTURIZED, RATHER THAN TO LEARN. FOR EXAMPLE, THE INDIAN HAS BEEN TOLD BY NON-INDIANS WHAT TO DO, WHEN TO DO IT, HOW TO DO IT, AND WHERE TO GO. IN THE YEAR OF 1568, LOUIS XIV STIPULATED THAT THE JESUITS EDUCATE INDIAN CHILDREN IN THE FRENCH MANNER. THE FRANCISCANS ASSEMBLED THE INDIANS AROUND THEIR MISSIONS AND TAUGHT PRACTICAL, LIFE-SUSTAINING SKILLS SUCH AS FARMING. AT THE END OF THE 19TH CENTURY, THE FEDERAL BOARDING SCHOOL SYSTEM WAS INAGURATED. THIS POLICY SEPARATED THE CHILD FROM HIS FAMILY AND TRIBE. STATE INVOLVEMENT IN INDIAN EDUCATION BEGAN WITH THE PASSAGE OF THE 1934 JOHNSON O'MALLEY ACT AND WAS LATER FOLLOWED BY OTHER FEDERAL PROGRAMS--E.G., PUBLIC LAW 874. ALL 3 PHILOSOPHIES DIRECTED THEMSELVES TOWARDS ANGLICIZING THE INDIAN, GEARING THE CURRICULUM TO MIDDLE CLASS AMERICAN SOCIETY. FOR THE FUTURE, INDIAN PARENTS, AS A SCREENING COMMITTEE, MUST LOOK CRITICALLY AT THE TEXTBOOKS USED IN THE SCHOOL. THE MATERIALS AND TEXTBOOKS USED MUST REFLECT CULTURAL DIVERSITY, AND MUST EMPHASIZE THE POSITIVENESS OF INDIAN CONTRIBUTIONS TO THIS COUNTRY. INDIAN CULTURAL INTEGRITY MUST BE PRESERVED. THE TRAGEDY THAT THE INDIAN STUDENT HAS EXPERIENCED EDUCATIONALLY MUST BE DISCONTINUED. (FF)

ACCESSION NUMBER: ED086435

PUBLICATION DATE: 74

TITLE: WHEN NAVAJOS HAD TOO MANY SHEEP: THE 1940'S.

PERSONAL AUTHOR: BOYCE, GEORGE A.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *CULTURAL BACKGROUND; *ECONOMIC PROGRESS; *EDUCATIONAL HISTORY; FEDERAL PROGRAMS; HISTORY; LABOR ECONOMICS; LEGAL RESPONSIBILITY; LIVESTOCK; PAPERBACK BOOKS; POPULATION GROWTH; RESERVATIONS (INDIAN); *SOCIAL CHANGE; TREATIES; TRIBES

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 273P.

THE BOOK IS THE STORY OF THE NAVAJOS DURING THE DECADE OF FORCED STOCK REDUCTION ON THE NAVAJO RESERVATION. THIS DECADE WAS MARKED BY CONFUSION, FRUSTRATION, AND BITTERNESS ON THE PART OF THE NAVAJO NATION. IT IS OF THE 1940'S, DURING WHICH THE NAVAJOS FACED THEIR GREATEST CRISIS SINCE THEIR REMOVAL TO MILITARY CONFINEMENT FROM 1864 TO 1868, THAT THE AUTHOR WRITES A PERSONAL FOOTNOTE TO NAVAJO HISTORY. HE TELLS A BEHIND-THE-SCENE STORY OF CONDITIONS UNDER THE HEAVY HAND OF BUREAUCRACY, UNTIL PUBLIC NOTICE OF THE PLIGHT OF THE NAVAJOS FINALLY LED CONGRESS TO PASS THE $88 MILLION NAVAJO-HOPI REHABILITATION ACT. DURING THIS PERIOD AS WELL, INDIAN LIFE WAS BEING SUBJECTED TO CHANGE. IN EDUCATION, WELFARE, SOCIAL SERVICES, AND ECONOMIC CONDITIONS, THERE WAS A SENSE OF URGENCY WHICH THE NAVAJO SITUATION SERVED TO EMPHASIZE. IT WAS THE AUTHOR'S PRIVILEGE TO BE INVOLVED IN SOME CRITICAL AREAS OF INDIAN AFFAIRS DURING THIS TIME. THIS BOOK IS THEREFORE NOT ONLY THE STORY OF THE NAVAJOS AT THE TIME OF THEIR OWN CRISIS, BUT ALSO A REFLECTION OF MANY OTHER ASPECTS OF INDIAN AFFAIRS. THE 15 CHAPTERS GO INTO THE ECONOMIC DEVELOPMENT, SOCIAL CHANGE, EDUCATIONAL DEVELOPMENT, AND CULTURAL BACKGROUND OF THE PEOPLE. ALSO INCLUDED ARE 2 APPENDIXES, ONE OF WHICH HAS 13 TABLES COVERING LAND MANAGEMENT AND EDUCATION. THE SECOND GIVES HOUSE CONCURRENT RESOLUTION 108. (FF)

AVAILABILITY: THE INDIAN HISTORIAN PRESS, INC., AMERICAN INDIAN EDUCATIONAL PUBLISHERS, 1451 MASONIC AVENUE, SAN FRANCISCO, CALIF. 94117 ($5.00)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED086761

PUBLICATION DATE: 28 AUG 73

TITLE: PROGRAMS 1973. PART 3--SUPPLEMENTARY FOOD PROGRAMS. HEARINGS HELD PINE RIDGE, UNITED STATES SENATE, NINETY-THIRD CONGRESS, FIRST SESSION. FEDERAL FOOD PROGRAMS 1973. PART 3--SUPPLEMENTARY FOOD PROGRAMS. HEARING HELD PINE RIDGE, S. DAKOTA, AUGUST 28, 1973.

DESCRIPTOR: *AMERICAN INDIANS; FEDERAL AID; *FEDERAL PROGRAMS; GOVERNMENT ROLE; *HEALTH NEEDS; LIVING STANDARDS; *NUTRITION; PUBLIC POLICY; RESERVATIONS (INDIAN); SOCIAL SERVICES; WELFARE PROBLEMS; WELFARE RECIPIENTS; WELFARE SERVICES

IDENTIFIER: *SOUTH DAKOTA

DESCRIPTIVE NOTE: 104P.; COMMITTEE PRINT, SENATE SELECT COMMITTEE ON NUTRITION AND HUMAN NEEDS

THESE HEARINGS OF THE SENATE SELECT COMMITTEE ON NUTRITION AND HUMAN NEEDS HAD THE PURPOSE OF LOOKING INTO THE EFFECTIVENESS OF THE VARIOUS FOOD DISTRIBUTION SYSTEMS ON THE RESERVATION. TESTIMONY WAS HEARD FROM THE FOLLOWING WITNESSES: MR. RICHARD WILSON, CHAIRMAN; AND MR. PAT LEE, LEGAL COUNSEL OGLALA SIOUX TRIBE; ACCOMPANIED BY MR. GENE MERDANIAN, DIRECTOR, COMMODITY FOOD PROGRAM, PINE RIDGE, S. DAK.; MR. CLARENCE SKYE, EXECUTIVE DIRECTOR; AND CHIEF DALLAS EAGLE, TOURS AND PROJECT DIRECTOR, UNITED SIOUX TRIBES OF SOUTH DAKOTA DEVELOPMENT CORP.; MRS. MOSES GILL, SISSETON-WAHPETON SIOUX TRIBE OF SISSETON, S. DAK.; MR. MELVIN GARREAU, MEMBER, TRIBAL COUNCIL, EAGLE BUTTE, S. DAK.; MR. ORVILLE LANGDEAU, CHAIRMAN, LOWER BRULE SIOUX TRIBE; MRS. ELNITA RANK, CHAIRWOMAN, CROW CREEK SIOUX TRIBE; MRS. BESSIE CORNELIUS, HOME ECONOMICS EDUCATOR, PINE RIDGE, S. DAK.; MR. STEVEL PEVAR, LEGAL SERVICES, OEO, ROSEBUD, S. DAK.; DR. HENRY H. KALDENBAUGH, USPHS, IHS, ROSEBUD, S. DAK.; DR. DONALD BARNHART, SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF SOUTH DAKOTA; MR. JESS TOWN, DIRECTOR OF COMMUNITY SERVICES, ABERDEEN AREA; ACCOMPANIED BY MISS MARY TAYLOR, DEPARTMENT OF SOCIAL SERVICES, BUREAU OF INDIAN AFFAIRS; MR. DONALD E. LOUDNER, COORDINATOR, INDIAN AFFAIRS, SOUTH DAKOTA DEPARTMENT OF INDIAN AFFAIRS, PIERRE, S. DAK.; MR. EDWARD J. COLLERAN, DIRECTOR, SOCIAL SERVICES ADMINISTRATION, PAYMENT ADMINISTRATION, STATE OF SOUTH DAKOTA; AND OTHERS. (JM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.95)

ACCESSION NUMBER: ED087042

PUBLICATION DATE: NOV 73

TITLE: THE STEREOTYPE OF THE INDIAN IN ADOLESCENT LITERATURE.

PERSONAL AUTHOR: TROY, ANNE

DESCRIPTOR: *ADOLESCENT LITERATURE; *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CHARACTERIZATION (LITERATURE); COMPARATIVE ANALYSIS; CULTURAL IMAGES; *ETHNIC STEREOTYPES; STEREOTYPES; *TEXTBOOK BIAS

DESCRIPTIVE NOTE: 36P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (63RD, PHILADELPHIA, NOV. 22-24, 1973)

STUDIES OF TEACHING MATERIALS HAVE SHOWN THAT THE AMERICAN INDIAN HAS NOT BEEN GIVEN FAIR REPRESENTATION IN AMERICAN HISTORY. TOO OFTEN PORTRAYED AS INACCURATE ARE SUCH SUBJECTS AS TRIBAL ENTITIES AND CULTURES, LISTINGS OF CURRENT TRIBES AND RESERVATIONS, DESCRIPTIONS OF LANGUAGES AND AREAS OF OCCUPATION, FOODS, ATTIRE, AND DATES OF HISTORICAL IMPORTANCE. THE PROBLEM IS THAT THE NOVELS OF THE PAST AS WELL AS THE HISTORY BOOKS HAVE MADE USE OF ERRONEOUS STEREOTYPES OF THE INDIAN. THE INDIAN IN MOST OF THE LITERATURE EVEN TO THE PRESENT TIME IS SHOWN NOT SO MUCH AS HE IS IN REALITY, BUT AS HE IS IN THE MINDS OF HIS WHITE CONQUERORS, WHO READ INTO HIM THE CHARACTER TRAITS THEY WISH TO FIND. IN A STUDY OF THE AMERICAN INDIAN IN ADOLESCENT LITERATURE SINCE 1930, IT WAS DETERMINED THAT THE NOVELS FOR THE MOST PART CONTINUED THE TRADITIONAL DUAL AND CONTRADICTORY IMAGE OF THE INDIAN: THE DIRTY, DRUNKEN, CRUEL, AND WARRING SAVAGE AND THE GLORIFIED, NOBLE, BUT NAIVE NATIVE--BOTH OF WHICH ARE STEREOTYPES. THE TIME HAS COME FOR WRITERS AND PUBLISHERS TO WORK TO DISPEL THE STEREOTYPES AND GENERALIZATIONS ABOUT THE AMERICAN INDIAN AND ACCURATELY DESCRIBE THEIR CULTURES. (HCD)

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ACCESSION NUMBER: ED087201

PUBLICATION DATE: APR 73

TITLE: COLVILLE GRAMMATICAL STRUCTURE. WORKING PAPERS IN LINGUISTICS, VOLUME 5, NUMBER 4.

PERSONAL AUTHOR: MATTINA, ANTHONY

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; CONSONANTS; DESCRIPTIVE LINGUISTICS; DISTINCTIVE FEATURES; FORM CLASSES (LANGUAGES); *GRAMMAR; LANGUAGE PATTERNS; *MORPHOLOGY (LANGUAGES); MORPHOPHONEMICS; NOMINALS; PHONOLOGY; PRONOUNS; *SALISH; SENTENCE STRUCTURE; *STRUCTURAL ANALYSIS; SYLLABLES; SYNTAX; VERBS; VOCABULARY; VOWELS

IDENTIFIER: *COLVILLE

DESCRIPTIVE NOTE: 168P.; PH.D. DISSERTATION, UNIVERSITY OF HAWAII

THIS DISSERTATION IS A GRAMMATICAL SKETCH OF COLVILLE, A SALISHAN LANGUAGE OF EASTERN WASHINGTON. AFTER AN INTRODUCTORY CHAPTER ON LANGUAGE FAMILY, THE PHONOLOGY (CONSONANTS, STOPS, RESONANTS, VOWELS) IS OUTLINED. THE CHAPTER ON MORPHOLOGY DISCUSSES THE BASIC INTRANSITIVE NATURE OF ALL ROOTS AND THE PRODUCTION OF TRANSITIVE, MIDDLE, AND INTRANSITIVE BASES. FURTHER GRAMMATICAL FORMS SUCH AS IMPERATIVES, REFLEXIVES, INSTRUMENTALS, AND DEVELOPMENTALS ARE INCLUDED. SYNTACTIC PATTERNS ARE OUTLINED IN THE FINAL CHAPTER. (AUTHOR/DD)

ACCESSION NUMBER: ED087573

PUBLICATION DATE: 28

TITLE: THE PROBLEM OF INDIAN ADMINISTRATION. REPORT OF A SURVEY MADE AT THE REQUEST OF HONORABLE HUBERT WORK, SECRETARY OF THE INTERIOR, AND SUBMITTED TO HIM, FEBRUARY 21, 1928.

PERSONAL AUTHOR: MERIAM, LEWIS, COMP.; AND OTHERS

DESCRIPTOR: *ADMINISTRATIVE POLICY; ADMINISTRATIVE PROBLEMS; *AMERICAN INDIANS; EDUCATION; *FEDERAL PROGRAMS; *GOVERNMENT ROLE; HEALTH; INCOME; *INVESTIGATIONS; LEGAL PROBLEMS; MIGRANTS; RESERVATIONS (INDIAN); SOCIOECONOMIC BACKGROUND; TREATIES; TRIBES

IDENTIFIER: *MERIAM REPORT

DESCRIPTIVE NOTE: 891P.

THE REPORT, GENERALLY KNOWN AS THE MERIAM REPORT, IS A SURVEY OF THE ECONOMIC AND SOCIAL CONDITIONS OF THE AMERICAN INDIANS DURING THE 1920'S. DATA WAS COLLECTED BY FIELD WORK FOR APPROXIMATELY 7 MONTHS. ONE OR MORE MEMBERS OF THE INVESTIGATING STAFF VISITED 95 DIFFERENT JURISDICTIONS, EITHER RESERVATIONS, INDIAN AGENCIES, HOSPITALS, OR SCHOOLS AND ALSO COMMUNITIES WHERE INDIANS HAVE MIGRATED. PRACTICALLY ALL WESTERN STATES WITH ANY CONSIDERABLE INDIAN POPULATION WERE INCLUDED IN THE FIELD WORK. BECAUSE OF THE DIVERSITY AND COMPLEXITY OF INDIAN AFFAIRS THIS DOCUMENT IS NECESSARILY VOLUMINOUS. THE DETAILED REPORT CONTAINS THE FOLLOWING SECTIONS: (1) A GENERAL POLICY FOR INDIAN AFFAIRS, (2) HEALTH, (3) EDUCATION, (4) GENERAL ECONOMIC CONDITIONS, (5) FAMILY AND COMMUNITY LIFE AND THE ACTIVITIES OF WOMEN, (6) MIGRATED INDIANS, (7) LEGAL ASPECTS OF THE INDIAN PROBLEM, AND (8) MISSIONARY ACTIVITIES AMONG INDIANS. FINDINGS AND RECOMMENDATIONS ARE LISTED IN DETAIL IN THE FRONT OF THIS REPORT. FINDINGS COVER SUCH AREAS AS HEALTH, LIVING CONDITIONS, THE CAUSES OF POVERTY, AND THE WORK OF THE GOVERNMENT IN BEHALF OF THE INDIANS. RECOMMENDATIONS INCLUDE ADEQUATE STATISTICS AND RECORDS, BETTER LIVING AND WORKING CONDITIONS, AND IMPROVING GENERAL ECONOMIC CONDITIONS. (FF)

ACCESSION NUMBER: ED087574

PUBLICATION DATE: DEC 73

TITLE: 11 PROGRAMS FOR STRENGTHENING NAVAJO EDUCATION.

PERSONAL AUTHOR: TONIGAN, RICHARD F., COMP; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; BOARD OF EDUCATION POLICY; *COMMUNITY CONTROL; COMPREHENSIVE PROGRAMS; EDUCATIONAL INNOVATION; *EDUCATIONAL NEEDS; *EDUCATIONAL OBJECTIVES; FEDERAL PROGRAMS; *PROGRAM DESCRIPTIONS; RESERVATIONS (INDIAN); SCHOOLS; TELEVISED INSTRUCTION

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 78P.; RELATED DOCUMENT IS ED076296

THIS MONOGRAPH DESCRIBES EACH OF THE 11 PROGRAMS OF THE NAVAJO TRIBE'S COMPREHENSIVE EDUCATIONAL PLAN. IT IS THE NAVAJO DIVISION OF EDUCATION'S (NDOE) BELIEF THAT ALL OF THESE PROGRAMS WILL HAVE TO BE CONDUCTED ON THE NAVAJO NATION FOR MANY YEARS TO COME; THEY BELIEVE THESE EDUCATIONAL PROGRAMS ARE THE SOLUTION FOR ERADICATION, OR AT LEAST SUBSTANTIAL REDUCTION, OF MANY OF THE UNFAVORABLE EDUCATIONAL CONDITIONS WHICH HAVE LONG PLAGUED THE RESERVATION. AFTER THE TRIBAL COUNCIL HAS APPROVED THE COMPREHENSIVE EDUCATIONAL PLAN, THE DESIGNING, PLANNING, IMPLEMENTING AND CONTINUOUS UPDATING OF THE PLAN WILL CONSUME MOST OF THE TIME, FUNDS, AND EFFORTS OF NDOE. THE 11 PROGRAMS CONTAINED IN THE PLAN VARY CONSIDERABLY IN SCOPE AND IN NATURE, COVERING BROAD RANGES OF EDUCATIONAL ACTIVITIES COMMONLY CONDUCTED IN MOST STATES. DESCRIBING THESE 11 PROGRAMS, THE DOCUMENT ALSO GIVES THEIR CURRENTLY IDENTIFIABLE SUB-COMPONENTS. EXAMPLES OF THE 11 PROGRAMS ARE: (1) ESTABLISHING AND OPERATING THE NAVAJO TRIBAL EDUCATION AGENCY; (2) ASSESSING THE EDUCATIONAL NEEDS OF THE NAVAJOS; (3) PROVIDING TECHNICAL ASSISTANCE TO SCHOOLS, COLLEGES, AND COMMUNITIES; (4) INCREASING THE SPONSORSHIP AND IMPROVING THE COORDINATION OF FEDERALLY FUNDED EDUCATIONAL ACTIVITIES; (5) DEVELOPING NAVAJO EDUCATIONAL POLICIES AND GUIDELINES; AND (6) PROVIDING TRAINING FOR NAVAJO SCHOOL BOARDS. THE CONCLUSION OF THE DOCUMENT IS A SPEECH GIVEN BY PETER MACDONALD, TRIBAL CHAIRMAN, ON STRENGTHENING NAVAJO EDUCATION. (FF)

AVAILABILITY: NAVAJO DIVISION OF EDUCATION, THE NAVAJO TRIBE, WINDOW ROCK, ARIZ. 87112 ($6.00)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED087581

PUBLICATION DATE: 73

TITLE: A LONG WAY FROM HOME: EFFECTS OF PUBLIC HIGH SCHOOLS ON VILLAGE CHILDREN AWAY FROM HOME.

PERSONAL AUTHOR: KLEINFELD, JUDITH

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; BOARDING HOMES; *BOARDING SCHOOLS; CULTURE CONFLICT; DROPOUTS; EDUCATIONAL ECONOMICS; EDUCATIONAL RESEARCH; EMOTIONAL PROBLEMS; *ESKIMOS; FAMILY SCHOOL RELATIONSHIP; *HIGH SCHOOL STUDENTS; PUBLIC SCHOOLS; RURAL EDUCATION; *SCHOOL ENVIRONMENT; SOCIAL ENVIRONMENT; SOCIAL PROBLEMS; SUCCESS FACTORS; TEACHING CONDITIONS; URBAN EDUCATION

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 234P.

THIS STUDY EXAMINED THE COSTS AND BENEFITS OF ALTERNATIVE HIGH SCHOOL PROGRAMS FOR ALASKAN VILLAGE CHILDREN. IT ATTEMPTED TO DETERMINE WHAT ACTUALLY HAPPENS TO VILLAGE ADOLESCENTS IN DIFFERENT HIGH SCHOOL PROGRAMS, WHY IT HAPPENS, AND WHAT, IF ANYTHING, CAN BE DONE ABOUT IT. RESEARCH METHODS STUDIED THE EFFECTS OF 3 TYPES OF HIGH SCHOOL PROGRAMS ON 105 VILLAGE FRESHMEN WHO ENTERED THE PROGRAMS OVER THEIR FRESHMEN AND SOPHOMORE HIGH SCHOOL YEARS. A FOLLOW-UP STUDY WAS ALSO DONE ON THE 175 STUDENTS WHO GRADUATED FROM THESE PROGRAMS FROM 1970-72. THE PROGRAMS STUDIED WERE: RURAL BOARDING HOME (BETHEL), BOARDING SCHOOL (BELTZ), AND URBAN BOARDING HOME (ANCHORAGE). IT WAS FOUND THAT THESE PROGRAMS CREATED SERIOUS SOCIAL AND EMOTIONAL PROBLEMS AMONG VILLAGE STUDENTS WITHOUT TEACHING THEM THE SKILLS NECESSARY TO SUCCEED AS ADULTS. THE MAJORITY OF THE STUDENTS EITHER DROPPED OUT OF SCHOOL OR ELSE TRANSFERRED FROM SCHOOL TO SCHOOL. THE EDUCATIONAL BENEFITS OF A LARGE HIGH SCHOOL WITH A VARIETY OF COURSES AND SPECIALIZED TEACHERS DID NOT MATERIALIZE FOR MOST VILLAGE STUDENTS. POLICY RECOMMENDATIONS WERE: (1) HIGH SCHOOL PROGRAMS SHOULD BE ESTABLISHED IN HOME VILLAGES; (2) BOARDING HOME AND DORMITORY PROGRAMS SHOULD BE CLOSED IN THOSE TOWNS WITH HIGH LEVELS OF SOCIAL PROBLEMS; (3) PUBLIC BOARDING SCHOOLS SHOULD BE CLOSED; (4) THE URBAN BOARDING HOME PROGRAM SHOULD REMAIN OPEN TO THOSE VILLAGE STUDENTS WHOSE EDUCATIONAL NEEDS CANNOT BE MET IN A VILLAGE SCHOOL; AND (5) THE STATE DEPARTMENT OF EDUCATION SHOULD ESTABLISH A VILLAGE HIGH SCHOOL DEVELOPMENT PROGRAM. (FF)

ACCESSION NUMBER: ED087583

PUBLICATION DATE: 72

TITLE: THE STATES AND THEIR INDIAN CITIZENS.

PERSONAL AUTHOR: TAYLOR, THEODORE W.

DESCRIPTOR: ACTIVISM; *AMERICAN INDIANS; ATTITUDES; CULTURAL BACKGROUND; *FEDERAL GOVERNMENT; FEDERAL STATE RELATIONSHIP; *GOVERNMENT ROLE; HISTORY; LAWS; LEGAL RESPONSIBILITY; *LOCAL GOVERNMENT; PHILOSOPHY; RESERVATIONS (INDIAN); SELF CONCEPT; SOCIAL RELATIONS; *STATE GOVERNMENT; TREATIES; TRIBES

DESCRIPTIVE NOTE: 323P.

THIS STUDY IS ABOUT THE AMERICAN INDIANS WHO WELCOMED THE COLONISTS TO THE NEW WORLD AND THE RELATIONSHIP OF THEIR DESCENDANTS WITH THE NON-INDIAN SOCIETY AROUND THEM. ALTHOUGH MUCH HAS BEEN WRITTEN ABOUT THE INDIANS AND THE FEDERAL GOVERNMENT, THERE HAS BEEN LIMITED ATTENTION GIVEN TO THE RELATIONSHIP OF THE INDIAN WITH LOCAL AND STATE GOVERNMENTS. THE DOCUMENT ATTEMPTS TO REMEDY THIS BY GIVING SPECIAL ATTENTION TO INDIAN, LOCAL, AND STATE GOVERNMENTAL RELATIONSHIPS AS WELL AS THE ROLE OF FEDERAL GOVERNMENT. ALL OF THE STATES WERE CANVASSED TO OBTAIN THEIR STATUTES, EXECUTIVE ORDERS, AND SPECIAL ORGANIZATIONAL ARRANGEMENTS FOR THEIR INDIAN CITIZENS. ALSO, A QUESTIONNAIRE WAS CIRCULATED TO OBTAIN THE ATTITUDES OF TRIBAL CHAIRMEN TOWARDS SERVICES FROM THE LOCAL, STATE, AND FEDERAL GOVERNMENT. THE BOOK RAISES QUESTIONS AND ISSUES, AND OFFERS ALTERNATIVES AND RECOMMENDATIONS WHICH SHOULD BE DISCUSSED AND EVALUTED BY FUTURE LEADERS, ESPECIALLY IN TERMS OF THE RELATIONSHIP OF THE INDIAN AND HIS GOVERNMENT TO NON-INDIAN SOCIETY. THE BOOK MAY BE OF INTEREST TO INDIAN LEADERS; LOCAL, STATE, AND FEDERAL EXECUTIVE AND LEGISLATIVE OFFICIALS; AND STUDENTS OF FEDERALISM IN GENERAL. THE 15 APPENDICES, WHICH COMPRISE OVER 1/2 OF THE BOOK, INCLUDE SUCH THINGS AS DEMOGRAPHIC TABLES, TRIBAL LISTS, AND A SUMMARY OF THE INDIAN MESSAGES OF PRESIDENTS JOHNSON AND NIXON. (FF)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 2402-0024; $2.80)

ACCESSION NUMBER: ED087590

PUBLICATION DATE: MAR 73

TITLE: CONSTITUTIONAL STATUS OF AMERICAN INDIANS. U.S. COMMISSION ON CIVIL RIGHTS STAFF MEMORANDUM.

DESCRIPTOR: *AMERICAN INDIANS; CIVICS; *CIVIL RIGHTS; CONSTITUTIONAL HISTORY; COURT LITIGATION; *FEDERAL LEGISLATION; FEDERAL PROGRAMS; GOVERNMENT ROLE; LAWS; *LEGAL RESPONSIBILITY; RESERVATIONS (INDIAN); *TREATIES; TRIBES

DESCRIPTIVE NOTE: 18P.

THE PAPER DISCUSSES THE LEGAL, POLITICAL STATUS OF AMERICAN INDIAN TRIBES, THE RELATIONSHIP OF INDIANS TO THEIR TRIBES AND TO THEIR STATES, AND THE RELATIONSHIP OF TRIBES TC THE STATES AND TO THE UNITED STATES (U.S.) GOVERNMENT. THE U.S. GOVERNMENT HAS EXCERCISED PLENARY POWER OVER INDIANS FOR APPROXIMATELY 200 YEARS. INDIAN TRIBES HAVE TRADITIONALLY BEEN VIEWED BY FEDERAL COURTS AS DEPENDENT OR TRIBUTARY NATIONS POSSESSED OF LIMITED ELEMENTS OF SOVEREIGNTY AND REQUIRING FEDERAL PROTECTION. CONGRESS HAS ALTERNATIVELY VIEWED TRIBES AS SOVEREIGN POLITICAL ENTITIES OR AS ANACHRONISMS WHICH MUST EVENTUALLY BE EXTINGUISHED. THE RESULT HAS BEEN 2 CONFLICTING FEDERAL POLICIES--SEPARATION AND ASSIMILATION. THE INDIAN CITIZENSHIP ACT OF 1924 MADE ALL INDIANS BORN IN THE U.S. CITIZENS OF THE U.S. AS SUCH, THEY ARE ALSO CITIZENS OF THE STATE IN WHICH THEY LIVE, EVEN THOUGH THEY MAY RESIDE ON A RESERVATION. INDIANS ARE THEREFORE CITIZENS OF 3 SEPARATE POLITICAL ENTITIES, SUBJECT TO FEDERAL LAWS, CIVIL AND CRIMINAL LAWS OF THE TRIBE WHEN THEY ARE ON THE RESERVATION AND WITHIN ITS JURISDICTION, AND STATE LAWS WHILE OFF THE THE RESERVATION. THIS DOCUMENT PRESENTS A GENERAL STUDY OF THE CONSTITUTIONAL STATUS OF INDIANS, RATHER THAN A COMPLETE ANALYSIS OF THE UNIQUE AND COMPLEX FIELD OF FEDERAL INDIAN LAW. (FF)

ACCESSION NUMBER: ED087591

PUBLICATION DATE: APR 73

TITLE: ESTIMATES OF RESIDENT INDIAN POPULATION BY STATE AND RESERVATION: MARCH 1972.

DESCRIPTOR: *AMERICAN INDIANS; *CENSUS FIGURES; DEMOGRAPHY; ESKIMOS; NONRESERVATION AMERICAN INDIANS; POPULATION TRENDS; *RESERVATIONS (INDIAN); *RURAL POPULATION; *STATE SURVEYS; TABLES (DATA); TRIBES; URBAN POPULATION

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 11P.

THE DOCUMENT GIVES ESTIMATES OF RESIDENT AMERICAN INDIAN POPULATION BY STATE AND INDIAN RESERVATION FOR MARCH 1972. THE TERM RESIDENT INDIAN MEANS INDIANS ENROLLED IN A TRIBE RECOGNIZED BY THE UNITED STATES GOVERNMENT LIVING ON OR NEAR RESERVATIONS. IT ALSO INCLUDES INDIANS LIVING IN FORMER RESERVATION AREAS OF OKLAHOMA, AND ALL ALASKAN INDIANS AND NATIVES. THE LOCAL AGENCY OFFICES OF THE BUREAU OF INDIAN AFFIARS ESTIMATED THE FIGURES USING WHATEVER INFORMATION IS AVAILABLE. ACCURACY VARIES FROM PLACE TO PLACE; IT WAS DIFFICULT TO ESTIMATE FOR ALASKA, OKLAHOMA, AND THE NAVAJO RESERVATION WHERE INDIANS ARE SCATTERED OVER GEOGRAPHIC AREAS. ESTIMATES OF APPROXIMATELY 38,000 RURAL INDIANS LIVING IN CALIFORNIA COUNTIES CONTAINING INDIAN TRUST LAND ARE ALSO INCLUDED. THEREFORE, THE REPORT INDICATED THAT THE TOTAL OF 533,744 IN MARCH 1972 IS NOT COMPARABLE TO THE 488,083 REPORTED FOR MARCH 1971. (FF)

ACCESSION NUMBER: ED087592

PUBLICATION DATE: 74

TITLE: SUICIDE, HOMICIDE, AND ALCOHOLISM AMONG AMERICAN INDIANS: GUIDELINES FOR HELP.

PERSONAL AUTHOR: FREDERICK, CALVIN J., COMP.; AND OTHERS

DESCRIPTOR: AGGRESSION; *ALCOHOLISM; *AMERICAN INDIANS; CORRECTIVE INSTITUTIONS; DEATH; DELINQUENCY PREVENTION; DEMOGRAPHY; EMOTIONALLY DISTURBED; ESKIMOS; HEALTH EDUCATION; HEALTH NEEDS; HEALTH SERVICES; MENTAL HEALTH PROGRAMS; *PREVENTION; PROGRAM DEVELOPMENT; PSYCHIATRIC SERVICES; REHABILITATION PROGRAMS; RESOURCES; SELF CONCEPT; *SOCIALLY DEVIANT BEHAVIOR; STATISTICAL DATA; *SUICIDE; VIOLENCE; YOUTH PROBLEMS

DESCRIPTIVE NOTE: 40P.

DESIGNED TO HELP ALLEVIATE SOME OF THE HEALTH PROBLEMS AMONG AMERICAN INDIANS AND ESKIMOS, THIS BOOKLET COVERS SUICIDE, HOMICIDE, AND ALCOHOLISM. IT CAN BE USED TO PROVIDE: (1) "HOW-TO" GUIDELINES WHICH DESCRIBE WAYS FOR RECOGNIZING, HANDLING, AND PREVENTING POSSIBLE SUICIDES AMONG AMERICAN INDIANS; AND (2) SURVEY DATA AND LITERATURE FOR USE AS A PLANNING GUIDE IN THE DEVELOPMENT OF CRISIS INTERVENTION AND SUICIDE PREVENTION PROGRAMS. CONTENTS INCLUDE: TRIBAL AND POPULATION DATA; INDIAN HEALTH PROBLEMS; THE CURRENT STATUS OF INDIAN SUICIDE AND ALCOHOLISM; OLD WAYS VERSUS NEW: PROBLEMS OF TRANSITION; HOW TO IDENTIFY POTENTIAL SUICIDES; 10 PREVENTIVE STEPS (SUICIDE); INGREDIENTS OF AN INDIAN SUICIDE PREVENTION PROGRAM; HOW TO PREVENT SUICIDE IN JAILS; INDIAN HOMICIDE; INDIAN ALCOHOLISM; FACTS ABOUT ALCOHOL; HOW DEPENDENCY DEVELOPS (ALCOHOL); GROUP RESOURCES FOR REHABILITATION; MULTIDISCIPLINARY RESOURCES; INCIDENCE AND SEVERITY OF THE INDIAN ALCOHOL PROBLEM; ALCOHOLISM AMONG YOUNG PEOPLE; AND CAUSES OF SUICIDES RELATED TO ALCOHOLISM. THE 6 RECOMMENDATIONS COVER WORKSHOPS, INFORMATION CENTERS, TEACHER TRAINING, CRISIS INTERVENTION CENTERS, NEWSLETTERS, AND AUDIOVISUAL INFORMATION. APPENDICES GIVE POPULATION DATA AND COMMUNITY MENTAL HEALTH CENTERS SERVING INDIANS AND ESKIMOS. (KM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. (STOCK NO. 1724-00324; $0.50)

ACCESSION NUMBER: ED087593

PUBLICATION DATE: MAY 73

TITLE: GOVERNING BODIES OF FEDERALLY RECOGNIZED INDIAN GROUPS (EXCLUDING ALASKA).

DESCRIPTOR: *AMERICAN INDIANS; *DIRECTORIES; FEDERAL PROGRAMS; *LOCAL GOVERNMENT; POPULATION DISTRIBUTION; *PUBLIC OFFICIALS; RESERVATIONS (INDIAN); STATE SURVEYS; *TRIBES

DESCRIPTIVE NOTE: 35P.

A 1973 BUREAU OF INDIAN AFFAIRS (BIA) PUBLICATION, THE DIRECTORY ALPHABETICALLY LISTS OVER 240 FEDERALLY RECOGNIZED AMERICAN INDIAN TRIBES. THE GOVERNING BODY, TITLE OF PRESIDING OFFICER, AND ADDRESS FOR EACH TRIBE ARE ALSO GIVEN. ALASKA NATIVES ARE NOT INCLUDED, ALTHOUGH THE ADDRESS FOR THE JUNEAU BIA AREA OFFICE IS. A TRIBAL LISTING BY STATE, OTHER HELPFUL BIA PUBLICATIONS, AND BIA AREA OFFICES ARE COVERED AT THE END OF THE DOCUMENT. (KM)

ACCESSION NUMBER: ED087596

PUBLICATION DATE: 73

TITLE: NEW MEXICO STATE DEPARTMENT OF EDUCATION, INDIAN EDUCATION UNIT, ANNUAL REPORT 1972-73.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; BUDGETS; COMPENSATORY EDUCATION PROGRAMS; DROPOUTS; *EDUCATIONAL ECONOMICS; *EDUCATIONAL POLICY; ENROLLMENT TRENDS; FEDERAL PROGRAMS; FULL STATE FUNDING; PROGRAM DESCRIPTIONS; PUBLIC SCHOOLS; STATE DEPARTMENTS OF EDUCATION; STATE FEDERAL AID; TABLES (DATA)

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 52P.; RELATED DOCUMENTS ARE ED063061 AND ED071806

AN ANNUAL REPORT (1972-73) OF NEW MEXICO'S STATE DEPARTMENT OF EDUCATION, DIVISION OF INDIAN EDUCATION, THIS DOCUMENT PRESENTS DATA PERTAINING TO 7 SCHOOL DISTRICTS RECEIVING JOHNSON O'MALLEY (JOM) FUNDS. FOR THE PURPOSE OF PROVIDING AS ACCURATE A PICTURE AS POSSIBLE OF HOW JOM FUNDS ARE USED AT THE LOCAL LEVEL, THE SUMMARIES COVERED 4 CATEGORIES: ADMINISTRATIVE SERVICES, SUPPORTIVE SERVICES TO STUDENTS, INSTRUCTIONAL SERVICES TO STUDENTS, AND THE JOM MEALS TO STUDENTS. THE REMAINDER OF THE REPORT DISCUSSES: (1) DISTRICT SUMMARIES, INCLUDING SUCH THINGS AS THE EFFECTS OF HIRING OF LIASON OFFICERS TO ENCOURAGE BETTER SCHOOL ATTENDANCE AND FOSTER BETTER COMMUNITY SCHOOL RELATIONS; (2) A COURT CASE INVOLVING JOM FUND ADMINISTRATION, WITH THE STATE OF NEW MEXICO AND THE GALLUP-MCKINLEY SCHOOL DISTRICT AS DEFENDANTS; (3) RECONCILIATION OF RECEIPTS AND EXPENDITURES OF JOM FUNDS AND AMERICAN INDIAN ENROLLMENT BY SCHOOL DISTRICT; AND (4) FUTURE PLANS FOR THE ADMINISTRATION OF JOM FUNDS--FOR EXAMPLE, THE STATE SUPERINTENDENT HAS TAKEN THE POSITION THAT EFFORTS OF INDIAN TRIBAL GROUPS TO ADMINISTER THEIR OWN JOM PROGRAMS WILL BE ENCOURAGED AND COOPERATED WITH IN EVERY WAY POSSIBLE. THE PURPOSE, AUTHORITY, POLICY, AND SPECIFICATIONS FOR THE 1973-74 ADMINISTRATION AND PROGRAMMING OF JOM FUNDS ARE ALSO GIVEN. (FF)

ACCESSION NUMBER: ED087597

PUBLICATION DATE: SEP 73

TITLE: CALIFORNIA INDIAN EDUCATION ASSOCIATION REPORT ON THE FIFTH ANNUAL STATE CONFERENCE AND WORKSHOP (SAN DIEGO, CALIFORNIA, OCTOBER 8-10, 1971).

PERSONAL AUTHOR: COOPER, GWEN, ED.; AND OTHERS

DESCRIPTOR: ADMINISTRATOR ATTITUDES; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; CONFERENCE REPORTS; *CULTURAL BACKGROUND; *CULTURE CONFLICT; *EDUCATIONAL NEEDS; HANDICRAFTS; HISTORY; NONRESERVATION AMERICAN INDIANS; RESERVATIONS (INDIAN); SCHOOL COMMUNITY RELATIONSHIP; SOCIAL INTEGRATION; *SOCIAL VALUES; STATE FEDERAL AID; TEACHER CHARACTERISTICS; TEACHING METHODS; WORKSHOPS

IDENTIFIER: *CALIFORNIA INDIAN EDUCATION ASSOCIATION

DESCRIPTIVE NOTE: 252P.; PUBLISHED IN COOPERATION WITH SAN DIEGO COUNTY DEPARTMENT OF EDUCATION

THE CALIFORNIA INDIAN EDUCATION ASSOCIATION HAS HELD AMERICAN INDIAN EDUCATION WORKSHOPS IN CONJUNCTION WITH ITS ANNUAL CONFERENCES SINCE ITS INCEPTION IN 1967. THE REPORT OF THIS 5TH ANNUAL MEETING REFLECTED MANY OF THE FRUSTRATIONS THAT INDIANS FACE IN THEIR CONTACT WITH SOCIETY, PARTICULARLY IN THE EDUCATIONAL SYSTEM. THE FRUSTRATIONS OF INDIAN PEOPLE BECAME EVIDENT IN EACH OF THE SEPARATE RESPONSES OF THE INDIANS IN THE VARIOUS SEMINARS, SPEECHES, PRESENTATIONS, ART EXHIBITS, ETC., AND IN THE TOTAL REALM OF THE VARIOUS ACTIVITIES AT THIS CONFERENCE AND THE 2 INDIAN EDUCATION WORKSHOPS FOR NON-INDIAN TEACHERS. THE FIRST WORKSHOP, HELD IN OCTOBER 1971, FOCUSED ON THE HISTORICAL AND CULTURAL ASPECTS OF INDIAN EDUCATION. THE SECOND (FEBRUARY 1972) INCLUDED A VISIT BY THE CLASS OF TEACHERS TO RESERVATIONS WITHIN SAN DIEGO COUNTY. THE INFORMATION IN THIS HANDBOOK, COMPLETE WITH USEFUL APPENDICES (E.G., INDIAN RESOURCE PEOPLE) SHOULD SERVE AS A MODEL TO BOTH INDIAN AND NON-INDIAN COMMUNITIES. THE 6 GOALS OF THESE WORKSHOPS WERE TO (1) DEFINE AND OUTLINE THE NEEDS OF INDIAN EDUCATION TO PARTICIPANTS; (2) ASSESS THE CURRENT STATUS OF PROJECTS IMPLEMENTED OVER THE PAST 4 YEARS IN INDIAN EDUCATION; (3) STIMULATE A POSITIVE COMMITMENT FOR ACTION FROM THE PARTICIPANTS ON BEHALF OF ACHIEVING STATED GOALS; (4) PROVIDE OPPORTUNITIES FOR BROADENED AWARENESS THROUGH EXPERIMENTAL LEARNING; (5) STRESS A VIABLE INDIAN CULTURE; AND (6) PROVIDE A CONTINUATION OF OPPORTUNITIES FOR THE PARTICIPANTS' FURTHER DEVELOPMENT. (FF)

AVAILABILITY: CALIFORNIA INDIAN EDUCATION ASSOCIATION, P.O. BOX 4095, MODESTO, CALIF. 95352 ($3.50)

ACCESSION NUMBER: ED087600

PUBLICATION DATE: AUG 73

TITLE: INDIAN EDUCATION IN SASKATCHEWAN. A REPORT BY THE FEDERATION OF SASKATCHEWAN INDIANS, VOLUME I.

PERSONAL AUTHOR: SIKAND, JACK, COMP.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COUNSELING; COURT LITIGATION, DROPOUTS; EDUCATIONAL FINANCE; *EDUCATIONAL IMPROVEMENT; *EDUCATIONAL POLICY; FEDERAL PROGRAMS; *GOVERNMENT ROLE; *LEGAL RESPONSIBILITY; RESEARCH PROJECTS; RESERVATIONS (INDIAN); STUDENT NEEDS; TRIBES

IDENTIFIER: CANADA; *SASKATCHEWAN INDIANS

DESCRIPTIVE NOTE: 88P.

THE STUDY WAS UNDERTAKEN BY THE EDUCATIONAL TASK FORCE ESTABLISHED DURING THE SASKATCHEWAN CHIEFS' CONFERENCE, MARCH 1970. THE INDIANS, REPRESENTING 67 BANDS, EXPRESSED THEIR CONCERN ABOUT THE APATHY OF INDIAN CHILDREN TO SCHOOL PROGRAMS, DROPOUTS, AND THE NEAR ABSENCE OF INDIAN STUDENTS IN UNIVERSITIES. ANOTHER CONCERN WAS THE CANADIAN GOVERNMENT POLICY IN WHICH GOVERNMENT AGENCIES WERE GRADUALLY RESTRUCTURING THE EDUCATIONAL SYSTEM SO THAT INDIAN PARENTS LOST CONTROL THEY HAD OVER SCHOOLS. THIS VOLUME DEALS WITH 2 OF 9 RESEARCH TOPICS. THEY ARE THE LEGAL RIGHTS OF INDIAN PEOPLE IN EDUCATION AND THE EDUCATIONAL DECISION MAKING PROCESS. LEGAL RIGHTS IN EDUCATION ARE CONCERNED WITH THOSE MATTERS TO WHICH THE LAW GIVES COGNIZANCE AND WHICH USUALLY ARISE FROM CONTRACT, LEGISLATION, OR COMMON LAW--E.G., THE WINNIPEG TREATY. THE DECISION MAKING PROCESS STUDY IS DIVIDED INTO 8 MAJOR TASKS: (1) FINANCE, (2) PERSONNEL, (3) IN-SCHOOL PROGRAMS, (4) SPECIAL PROGRAMS, (5) SPECIAL SERVICES, (6) EMPLOYMENT AND RELOCATION SERVICES, (7) EDUCATIONAL ASSISTANCE, AND (8) SCHOOL AGREEMENT. THE PROBLEM INVESTIGATED WAS: WHAT IS THE CURRENT DECISION MAKING PROCESS IN INDIAN EDUCATION? WHO MAKES WHAT DECISION, HOW, AND IN CONSULTATION, WITH WHOM? THE FINAL PART SUMMARIZES THE CONTEXT, SUCH AS THE DECISION MAKING PROCESS IN INDIAN AFFAIRS. (FF)

AVAILABILITY: INDIAN CULTURAL COLLEGE, FEDERATION OF SASKATCHEWAN INDIANS, 1402 QUEBEC AVE., SASKATOON, SASKATCHEWAN ($1.50)
NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED087601

PUBLICATION DATE: 73

TITLE: INDIAN EDUCATION IN SASKATCHEWAN. A REPORT BY THE FEDERATION OF SASKATCHEWAN INDIANS, VOLUME II.

PERSONAL AUTHOR: SIKAND, JACK, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *COUNSELING; DROPOUTS; *EDUCATIONAL BACKGROUND; *EDUCATIONAL FINANCE; EDUCATIONAL IMPROVEMENT; EDUCATIONAL POLICY; GOVERNMENT ROLE; RESEARCH PROJECTS; RESERVATIONS (INDIAN); *STUDENT NEEDS; TREATIES; TRIBES

IDENTIFIER: CANADA; *SASKATCHEWAN INDIANS

DESCRIPTIVE NOTE: 135P.

THE STUDY WAS UNDERTAKEN BY THE EDUCATIONAL TASK FORCE ESTABLISHED BY THE SASKATCHEWAN CHIEFS' CONFERENCE, MARCH 1970. THE INDIANS, REPRESENTING 67 BANDS, EXPRESSED THEIR CONCERN ABOUT THE APATHY OF INDIAN CHILDREN TO SCHOOL PROGRAMS, DROPOUTS, AND THE NEAR ABSENCE OF INDIAN STUDENTS IN UNIVERSITIES. ANOTHER CONCERN WAS THAT OF THE CANADIAN GOVERNMENT RESTRUCTURING THE EDUCATIONAL SYSTEM WHICH WOULD CAUSE THE INDIANS TO LOSE THE CONTROL THEY HAD OF THE SCHOOLS. THIS VOLUME IS CONCERNED WITH 3 OF 9 RESEARCH TOPICS: (1) THE COUNSELOR AND THE INDIAN STUDENT QUALIFICATIONS, DUTIES, AND PROBLEMS; (2) THE EFFECTIVENESS OF INDIAN EDUCATION IN SASKATCHEWAN; AND (3) A COST ANALYSIS OF INDIAN EDUCATION IN SASKATCHEWAN. THE FINDINGS OF THE FIRST TOPIC, PRESENTED IN TABLES AND GRAPHS, COVER SUCH THINGS AS THE POSITIONS OF COUNSELORS, (I.E., GUIDANCE AND VOCATIONAL) AND THE NUMBER OF COUNSELORS IN THOSE POSITIONS. IN THE SECOND TOPIC THE HYPOTHESIS TO BE TESTED FOR THE COST-BENEFIT ANALYSIS IS THAT ADDITIONAL YEARS OF SCHOOLING WILL INCREASE THE EFFECTIVE EARNING ABILITY OF THE INDIVIDUAL. THE LAST STUDY WAS TO PROVIDE SOME GUIDELINES FOR COMPARING THE COST OF EDUCATING INDIAN STUDENTS IN SASKATCHEWAN BY CONSTRUCTING SCHOOLS ON SOME SELECTED RESERVATIONS TO THE PRESENT COST OF EDUCATING THESE STUDENTS IN SEVERAL OFF-RESERVE SCHOOLS. (FF)

AVAILABILITY: INDIAN CULTURAL COLLEGE FEDERATION OF SASKATCHEWAN INDIANS, 1402 QUEBEC AVE., SASKATOON, SASKATCHEWAN ($1.50)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED087603

PUBLICATION DATE: JUN 72

TITLE: NATIVE EDUCATION IN THE PROVINCE OF ALBERTA.

PERSONAL AUTHOR: LEDGERWOOD, C. D., ED.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; CULTURAL FACTORS; CULTURE CONTACT; *EDUCATIONAL NEEDS; *EDUCATIONAL POLICY; EDUCATIONAL PRACTICE; *FEDERAL PROGRAMS; GOVERNMENT ROLE; *LEGAL RESPONSIBILITY; MINORITY GROUPS; SOCIAL INFLUENCES; SOCIOECONOMIC STATUS; STUDENTS; TABLES (DATA); TREATIES

IDENTIFIER: CANADA

DESCRIPTIVE NOTE: 182P.

THE TASK FORCE ON INTERCULTURAL EDUCATION WAS APPOINTED BY THE EXECUTIVE COUNCIL OF THE ALBERTA GOVERNMENT IN THE SUMMER 1971. THE TASK FORCE'S FIRST REPORT DEALS WITH ALBERTA'S NATIVE PEOPLES. THE ASSIGNMENT WAS TO COLLECT AND SUMMARIZE DATA TO BE USED BY THE GOVERNMENT AS A BASIS FOR ESTABLISHING POLICIES AND PRACTICES THAT WILL SERVE THE EDUCATIONAL NEEDS OF CULTURAL MINORITIES, SUCH AS NATIVE AMERICANS AND HUTTERITES. DATA USED BY THE TASK FORCE WERE DRAWN FROM OTHER SOURCES. CHAPTER I USES LITERATURE FROM THE SOCIAL SCIENCES TO GAIN A THEORETICAL UNDERSTANDING OF WHAT HAPPENS WHEN CULTURES MEET. CHAPTER II BRINGS TOGETHER STATISTICS FROM A VARIETY OF SOURCES TO NUMERICALLY DEFINE THE CURRENT STATUS OF NATIVE EDUCATION IN ALBERTA. CHAPTER III DRAWS UPON THE WORKS OF MANY AUTHORS TO EXPLAIN THE EFFECTS OF EDUCATION ON THE PSYCHOLOGICAL, SOCIOLOGICAL, AND CULTURAL WELFARE OF NATIVE PEOPLES. CHAPTER IV SUMMARIZES SUBMISSIONS MADE BY NATIVE GROUPS IN ORDER TO DETERMINE WHAT NATIVE PEOPLES WANT. CHAPTER V REVIEWS EFFORTS THAT ARE BEING MADE TO MEET THESE WANTS AND NEEDS. THE FINAL CHAPTER SUGGESTS SOME TENTATIVE POLICIES AND PROCEDURES WHICH MIGHT BE CONSIDERED AND PUT INTO PRACTICE. THERE WERE CERTAIN LIMITATIONS IN THE PREPARATION OF THIS STUDY--E.G., ADULT EDUCATION FOR NATIVE PEOPLES WAS REGARDED AS THE LEGITIMATE DOMAIN OF THE DEPARTMENT OF ADVANCED EDUCATION AND WAS THEREFORE OMITTED. (FF)

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ACCESSION NUMBER: ED087604

PUBLICATION DATE: 8 NOV 72

TITLE: B.C. INDIANS LIVING OFF RESERVE: SOME ECONOMIC ASPECTS.

PERSONAL AUTHOR: STANBURY, W. T.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ECONOMIC DEVELOPMENT; *EMPLOYMENT PATTERNS; INCOME; LOW INCOME GROUPS; *MIGRATION PATTERNS; *NONRESERVATION AMERICAN INDIANS; RELOCATION; SOCIOECONOMIC INFLUENCES; TABLES (DATA); TRIBES; URBAN IMMIGRATION

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 20P.; NOTES FOR A SPEECH, FOURTH ANNUAL CONFERENCE OF THE UNION OF B.C. INDIAN CHIEFS, PRINCE RUPERT, NOVEMBER 8, 1972

THE STUDY EXAMINED THE ECONOMIC DEVELOPMENT OF BRITISH COLUMBIA (B.C.) INDIANS WHO HAVE MOVED OFF-RESERVE. THE DISCUSSION INCLUDED: (1) OBTAINING THE SAMPLE, (2) SAMPLE DESCRIPTION, (3) REASONS FOR LIVING OFF-RESERVE, (4) EMPLOYMENT OPPORTUNITIES, (5) INCOME AND POVERTY LINE, AND (6) ACADEMIC ACHIEVEMENT. A TOTAL OF 1,095 PERSONS INTERVIEWED CONSTITUTED A 1-IN-6 SAMPLE OF B.C. STATUS INDIANS (AGE 16-55) WHO RESIDE OFF-RESERVE. A TOTAL OF 54 TOWNS WERE REPRESENTED IN THE SURVEY. IT APPEARED THAT, UNTIL HIGH SCHOOL GRADUATION IS ACHIEVED, ADDITIONAL YEARS OF EDUCATION HAVE LITTLE EFFECT IN REDUCING THE INDIAN UNEMPLOYMENT RATE. THERE IS A SIGNIFICANTLY LOWER UNEMPLOYMENT RATE AMONG INDIANS WHO WERE MEMBERS OF A UNION. SOME 58.2% OF NON-METRO FAMILIES AND UNATTACHED INDIVIDUALS HAD INCOMES OF LESS THAN $4,000, WHILE 39.5% OF THE METRO FAMILIES AND UNATTACHED INDIVIDUALS HAD A RANGE OF $4,000-$7,999. THE POVERTY RATE OF B.C. INDIANS OFF-RESERVE IN 1970 WAS 2-1/2 TIMES THE RATE FOR ALL CANADIANS. ONE QUARTER OF THE SAMPLE HAD COMPLETED THE 6TH GRADE OR LESS AND ONLY 1/6 COMPLETED HIGH SCHOOL OR BETTER. SOME REASONS FOR LIVING OFF-RESERVE WERE EMPLOYMENT, HOUSING SHORTAGE ON RESERVE, AND PREFERRING LIVING OFF-RESERVE. FINDINGS WERE ALSO PRESENTED IN TABLES. (FF)

ACCESSION NUMBER: ED087608

PUBLICATION DATE: 72

TITLE: AMERICAN INDIAN READER: ANTHROPOLOGY. BOOK ONE OF A SERIES IN EDUCATIONAL PERSPECTIVES.

PERSONAL AUTHOR: HENRY, JEANNETTE, ED.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *ANTHROPOLOGY; ARCHAEOLOGY; *CULTURAL BACKGROUND; DEMOGRAPHY; ETHNOCENTRISM; *HUMAN GEOGRAPHY; MIGRATION PATTERNS; NONRESERVATION AMERICAN INDIANS; RESERVATIONS (INDIAN); SOCIAL SCIENCES; *STEREOTYPES; TRIBES

DESCRIPTIVE NOTE: 174P.

THE ANTHROPOLOGICAL READER ABOUT AMERICAN INDIANS PRESENTS 28 ARTICLES DATED FROM 1968 TO 1971. IT IS DIVIDED INTO 4 PARTS: THE ANTHROPOLOGIST: THE MAN AND THE DISCIPLINE; A GIANT STEP BETWEEN 2 WORLDS; SCIENTIFIC INVESTIGATION: ARCHAEOLOGY; AND EARLY AGRICULTURAL AND ECONOMY: 3 STUDIES. ALSO INCLUDED ARE (1) DISCUSSION: AN ANTHROPOLOGIST AS BIGOT; (2) THE ROMANTIC NOTION THEORY; (3) STUDENT ARRESTED; AND (4) NATIVE ARCHAEOLOGISTS. THE READER MAY BE DIRECTED TO THE STUDENTS IN THE SOCIAL SCIENCES AT THE SENIOR HIGH SCHOOL AND COLLEGE LEVEL. EXAMPLES OF SOME OF THE ARTICLES ARE: (1) THE ANTHROPOLOGIST AS THE INDIAN'S IMAGE MAKER; (2) PETROGLYPHS OF ANCIENT MAN; (3) THE PALEO INDIAN: EARLY MIGRATIONS; AND (4) PRE-COLUMBIAN RIDGED FIELDS. (FF)

AVAILABILITY: INDIAN HISTORIAN PRESS, 1451 MASONIC AVENUE, SAN FRANCISCO, CALIFORNIA 94117 ($3.00)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED087609

PUBLICATION DATE: 73

TITLE: AMERICAN INDIAN READER: LITERATURE. BOOK THREE IN A SERIES IN EDUCATIONAL PERSPECTIVES.

PERSONAL AUTHOR: HENRY, JEANNETTE, ED.

DESCRIPTOR: ACTIVISM; *AMERICAN INDIAN CULTURE; BOOKS; *DESCRIPTIVE WRITING; LITERARY HISTORY; LITERARY STYLES; *LITERATURE GUIDES; NOVELS; *POETS; *STORY TELLING

DESCRIPTIVE NOTE: 249P.

THE READER SHOULD BE CONSIDERED A GUIDE TO NATIVE AMERICAN LITERATURE. IT IS DESIGNED AS AN INTRODUCTION TO THE STUDY OF THE NATIVE LITERATURE OF THE AMERICAS. CONTENT BEGINS WITH THE POETIC ART OF THE ANCIENTS. SPECIAL SPACE IS GIVEN TO THE WALUM OLUM, AN EXAMPLE OF THE EPIC QUALITY OF NATIVE LITERARY ART. IN CONTRAST, BUT ALSO AS A NATURAL SEQUENCE, A SAMPLING OF CONTEMPORARY POETRY IS PRESENTED. THE POETS OF TODAY EXPRESS THE TRAGEDY OF THE AMERICAN NATIVE IN THE MODERN WORLD. STORY TELLING, MORE THAN ANY OTHER ART FORM, WAS A PART OF NATIVE LIFE. THEREFORE, THE OLD TALES, TOLD IN THE WORDS OF THOSE WITH ANCIENT MEMORIES, ARE GIVEN. THE NEW TALES EXPRESS THE FACT THAT THIS UNIQUE FACULTY STILL EXISTS. THE WRITINGS OF MODERN INDIANS RUN THE SCALE FROM PROTEST TO DESCRIPTIONS OF EVENTS AND HISTORY AND DISCUSSION OF ISSUES. A CRITIQUE OF THE NATIVE IN LITERATURE IS PRESENTED IN "IMAGE IN THE LITERATURE". THE ARTICLE BY HERMAN F. C. TEN KATE, ALTHOUGH LARGELY OUT-DATED, IS A FAIR EXAMPLE OF CRITICAL ANALYSIS EXERCISED BY THOSE WHO HAVE CONSIDERED THE NATIVE AS HE APPEARS IN LITERARY WORKS OF AMERICAN AND EUROPEAN AUTHORS OF THE PAST. A CURRENT CRITIQUE OF NATIVE LITERATURE ENDS THIS BOOK. IT TOO IS A FORETASTE OF THINGS TO COME. (FF)

AVAILABILITY: INDIAN HISTORIAN PRESS, 1451 MASONIC AVENUE, SAN FRANCISCO, CALIFORNIA 94117 ($3.00)
NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED087698

PUBLICATION DATE: NOV 73

TITLE: THE CULTURAL LITERACY LABORATORY: A NEW DIMENSION IN MULTICULTURAL TEACHER EDUCATION.

DESCRIPTOR: AMERICAN INDIANS; *BILINGUAL EDUCATION; *CROSS CULTURAL TRAINING; *CULTURAL AWARENESS; CULTURAL DIFFERENCES; *CULTURAL PLURALISM; FIELD EXPERIENCE PROGRAMS; LABORATORY TRAINING; *TEACHER EDUCATION; TEACHERS

IDENTIFIER: CULTURAL LITERACY LABORATORY; *DISTINGUISHED ACHIEVEMENT AWARD ENTRY

DESCRIPTIVE NOTE: 58P.

THE GOAL OF THE CULTURAL LITERACY LABORATORY IS TO PROVIDE EDUCATORS WITH CROSSCULTURAL ADAPTIVE SKILLS NEEDED TO ACCLIMATE TO DIFFERENT CULTURES AND TO REDUCE THE EFFECT OF CULTURE SHOCK. THESE SKILLS ARE OF PARTICULAR IMPORTANCE TO TEACHERS WORKING IN BILINGUAL AND MULTICULTURAL CLASSROOMS. A CULTURALLY LITERATE EDUCATOR IS ONE WHO IS AWARE OF HIS ETHNICITY AND WHO POSSESSES THE SKILLS OF CROSSCULTURAL COMMUNICATION. BASED ON SOCIAL SCIENTIFIC THEORY, THE LABORATORY INCORPORATES AND REINFORCES THE PARTICIPANT'S PREVIOUS SOCIAL SCIENCE CONCEPTS AND METHODOLOGY. IT ALSO ALLOWS HIM TO PRACTICE NEW SKILLS AND TECHNIQUES IN A VARIETY OF EXPERIENCE-BASED ACTIVITIES. INSTRUMENTS THAT ARE USED IN THE LABORATORY ARE ROKEACH SCALE E AND THE CULTURAL LITERACY INVENTORY (COPIES OF WHICH ARE INCLUDED AS AN APPENDIX). (JA)

ACCESSION NUMBER: ED087892

PUBLICATION DATE: 74

TITLE: HOW TO PAY FOR YOUR HEALTH CAREER EDUCATION: A GUIDE FOR MINORITY STUDENTS.

DESCRIPTOR: AMERICAN INDIANS; CAREER EDUCATION; *EDUCATIONAL FINANCE; *FINANCIAL SUPPORT; *HEALTH OCCUPATIONS EDUCATION; *MINORITY GROUPS; NEGROES; PROFESSIONAL OCCUPATIONS; SCHOLARSHIPS; SPANISH AMERICANS; *STUDENT LOAN PROGRAMS; STUDENTS

DESCRIPTIVE NOTE: 16P.

STATISTICS SHOWING THE LACK OF MINORITY WORKERS IN THE HEALTH OCCUPATIONS AND IN NATIONAL HEALTH SCHOOLS EMPHASIZE THE NEED FOR MORE MINORITY STUDENTS IN THIS FIELD. A BRIEF OVERVIEW OF WHAT TO EXPECT IN THE WAY OF COST OF CONTINUED EDUCATION IS FOLLOWED BY A DISCUSSION OF POSSIBILITIES FOR FINANCIAL ASSISTANCE. THE FINAL FIVE PAGES LIST PUBLIC AND PRIVATE SOURCES THAT CAN HELP THE MINORITY STUDENT PLAN AND FINANCE HIS EDUCATION IN THE HEALTH FIELD. (DS)

ACCESSION NUMBER: ED088482

PUBLICATION DATE: 70

TITLE: IMPROVEMENT OF AMERICAN INDIAN USE OF THE LIBRARY. LIBRARY SCIENCE INSTITUTE, UNIVERSITY OF OKLAHOMA (JULY 13 THROUGH 31, 1970). EVALUATION REPORT.

PERSONAL AUTHOR: GERARD, BEVERLY

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; DISADVANTAGED GROUPS; FIELD TRIPS; *INFORMATION UTILIZATION; *INSTITUTES (TRAINING PROGRAMS); LIBRARY EDUCATION; *LIBRARY SERVICES; PROFESSIONAL CONTINUING EDUCATION; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; PUBLIC LIBRARIES; RESOURCE GUIDES

DESCRIPTIVE NOTE: 121P.

TO IMPROVE THE AMERICAN INDIAN USE OF LIBRARIES, THE LIBRARY SCIENCE INSTITUTE AT THE UNIVERSITY OF OKLAHOMA CONDUCTED A THREE-WEEK PROGRAM FOR 28 LIBRARIANS. THE PURPOSE OF THE INSTITUTE WAS TO HELP THE PARTICIPANTS UNDERSTAND THE INDIAN--HIS ACADEMIC, SOCIAL, ECONOMIC, AND PERSONAL PROBLEMS. THE PARTICIPANTS WERE EXPOSED TO PROBLEMS AND THEIR POSSIBLE SOLUTIONS IN THE FORM OF LECTURES, AUDIOVISUAL AND PRINTED MATERIALS. THROUGH MANY FIELD TRIPS, THEY ALSO OBSERVED INDIAN HISTORY AND CULTURE. THE PARTICIPANTS COMPILED A HANDBOOK OF IDEAS FOR THE LIBRARIAN WORKING WITH INDIAN STUDENTS. (THE PUBLICATION IS ATTACHED TO THE PRESENT REPORT.) THE EFFECTIVENESS OF THE PROGRAM WAS EVALUATED ON THE BASES OF STAFF COMMENTS, PARTICIPANTS' RESPONSES TO A QUESTIONNAIRE, AND THE DIRECTOR'S OBSERVATIONS. IN GENERAL, IT WAS AGREED THAT THE PROGRAM ACHIEVED ITS PURPOSE. THE PARTICIPANTS PROPOSED THE ESTABLISHMENT OF A SIMILAR INSTITUTE OF WIDER SCOPE ON A PERMANENT BASIS. (CH)

ACCESSION NUMBER: ED088615

PUBLICATION DATE: 11 SEP 70

TITLE: THE SOCIAL IMPACT OF BROADCASTING IN THE NORTH.

PERSONAL AUTHOR: COWAN, ANDREW

DESCRIPTOR: *AMERICAN INDIANS; AUDIOVISUAL COMMUNICATION; *BROADCAST INDUSTRY; COMMUNITY CHANGE; *COMMUNITY INVOLVEMENT; *CULTURAL ACTIVITIES; CULTURAL AWARENESS; DISADVANTAGED GROUPS; MAJORITY ATTITUDES; ORAL EXPRESSION; *PROGRAM DEVELOPMENT; RADIO; SELF EXPRESSION; SOCIAL CHANGE; TELEVISION

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 16P.; PAPER PREPARED FOR THE NORTHERN COMMUNICATIONS CONFERENCE, YELLOWKNIFE, N.W.T., SEPTEMBER 10, 11, 1970

THE 1970 PAPER IS AN EXPRESSION OF PERSONAL VIEWS ACQUIRED DURING 12 YEARS OF BROADCASTING IN THE CANADIAN NORTH. THE POPULATION OF THE NORTH IS POLARIZED BETWEEN 2 SOCIAL GROUPS: THE MINORITY OF WHITE INCOMERS, WHO HAVE THE JOBS, MONEY, AND POWER; AND THE NATIVE INDIANS, ESKIMOS, AND METIS, WHO ARE ECONOMICALLY DEPRIVED, CULTURALLY ALIENATED, AND POLITICALLY POWERLESS. ALTHOUGH BROADCASTING IS THE OBVIOUS MEANS OF MASS COMMUNICATION FOR THESE ISOLATED PEOPLE WHO DO NOT HAVE A WRITTEN CULTURE, MEDIA IN THE NORTH IS PREDOMINANTLY MIDDLE CLASS IN ITS OUTLOOK AND APPEAL, AIMED AT THE WHITE MINORITY. IF BROADCASTING IS TO CHANGE AND HELP THE NATIVE PEOPLES IT MUST SERVE THEM AS BOTH A SOURCE OF INFORMATION AND ENTERTAINMENT AND AS A MEANS OF SELF EXPRESSION. THIS PAPER EXPLAINS EXPERIMENTAL AND COMMUNITY BROADCASTING PROGRAMS THAT COULD MEET THE NEEDS OF NATIVE PEOPLE. IT ALSO DETAILS PROGRAMS CURRENTLY BEING DEVELOPED BY THE NORTHERN SERVICE OF THE CBC, ONE OF 2 MAIN BROADCASTERS IN THE NORTH, AND BY OTHER AGENCIES SUCH AS THE NATIVE COMMUNICATIONS SOCIETY OF ALBERTA AND THE SOCIETY FOR THE COASTAL AREA NETWORK IN BRITISH COLUMBIA. ADDITIONALLY, IT GIVES POSSIBLE COMMUNITY AND CULTURAL INVOLVEMENT IN BROADCASTING, AND PROGRAMS THAT COULD USE NATIVE LANGUAGES. (KM)

ACCESSION NUMBER: ED088616

PUBLICATION DATE: 74

TITLE: AN EXPERIMENT WITH THREE METHODS OF INSTRUCTION FOR INDIAN ELEMENTARY SCHOOL CHILDREN.

PERSONAL AUTHOR: MCCARTIN, ROSEMARIE; SCHILL, WILLIAM JOHN

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; AUDIOVISUAL INSTRUCTION; EDUCATIONAL RESEARCH; ELEMENTARY GRADES; *ELEMENTARY SCHOOL STUDENTS; *INSTRUCTIONAL DESIGN; LEARNING CHARACTERISTICS; METHODOLOGY; RESEARCH PROJECTS; RESERVATIONS (INDIAN); *STUDENT CHARACTERISTICS; *STUDENT TESTING; TEXTBOOKS; VISUAL LEARNING

IDENTIFIER: *QUINAULT RESERVATION; WASHINGTON STATE

DESCRIPTIVE NOTE: 21P.; PAPER TO BE PRESENTED AT THE 1974 AERA ANNUAL MEETING, CHICAGO, ILL., APRIL 19, 1974

THE REPORT DETAILED AN EXPERIMENT WITH 3 METHODS OF INSTRUCTING AMERICAN INDIAN CHILDREN IN TAHOLAH ELEMENTARY SCHOOL (QUINAULT RESERVATION, WASHINGTON STATE). TO ASSESS THE RELATIVE VALUE OF INSTRUCTIONAL METHODS IN THE SCHOOL, 2 CONDITIONS HAD TO PREVAIL. THE CONTENT OF THE LESSONS WAS TO BE UNKNOWN TO PUPILS AT ALL GRADE LEVELS, AND THE CONTENT SHOULD BE OF GENERAL INTEREST TO THE STUDENTS. TO SATISFY THESE CONDITIONS, THE STUDY OF THE NATURE OF CITIES WAS SELECTED FOR ITS INTEREST APPEAL. THE 3 INSTRUCTION METHODS WERE: (A) A METHOD THAT RELIED TOTALLY ON TEXTUAL MATERIALS THAT THE STUDENTS HAVE TO READ; (B) A METHOD THAT REQUIRED THE TEXT TO BE PRESENTED ORALLY BY THE TEACHER WITH SUPPLEMENTAL PICTURES; AND (C) A VISUAL PRESENTATION WITH LARGE OVERHEADS FOLLOWED BY AN ORAL TEACHER PRESENTATION. THE EXPERIMENT USED A 3X3X3 DESIGN. THE 3 DIMENSIONS--GRADE, CONCEPTS, AND METHODS--WERE EACH DIVIDED INTO 3 PARTS. THE 6 GRADES WERE DIVIDED INTO 3 GROUPS: 3-4, 5-6, AND 7-8. A TOTAL OF 104 PUPILS WERE USED IN THE EXPERIMENT. ANALYSIS OF STUDENT ACHIEVEMENT BY THE INDIVIDUAL CONCEPTS ACROSS METHODS YIELDED AN F-RATIO WHICH WAS NOT SUFFICIENTLY LARGE TO BE SIGNIFICANT. THE F-RATIO ON THE CENTRAL PLACE CONCEPT WAS .15, ON THE SPECIAL FUNCTION CONCEPT .24, AND ON THE BREAK-OF-BULK CONCEPT IT WAS 1.1. (FF)

ACCESSION NUMBER: ED088617

PUBLICATION DATE: APR 74

TITLE: FEDERAL AND STATE ROLES IN THE EDUCATION OF INDIANS: THE CALIFORNIA EXPERIENCE, 1850-1934.

PERSONAL AUTHOR: HENDRICK, IRVING G.

DESCRIPTOR: *ACCULTURATION; AMERICAN HISTORY; *AMERICAN INDIANS; BOARDING SCHOOLS; CULTURE CONFLICT; DAY SCHOOLS; DISCIPLINE; EDUCATIONAL HISTORY; *EDUCATIONAL POLICY; FEDERAL PROGRAMS; *GOVERNMENT ROLE; LEGAL RESPONSIBILITY; PUBLIC EDUCATION; *SCHOOL ROLE; STATE FEDERAL SUPPORT; STATE PROGRAMS; TREATIES

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 33P.; PAPER PREPARED FOR THE ANNUAL MEETING OF THE AERA, CHICAGO, ILL., APRIL 1974

THE REPORT INVESTIGATED THE EDUCATIONAL POLICY OF FEDERAL AND STATE GOVERNMENTS TOWARD AMERICAN INDIANS IN CALIFORNIA FROM 1850 TO 1934. IN CALIFORNIA THE FATE OF OFFICIAL EFFORTS AND NON-EFFORTS AT EDUCATING INDIANS CAN BE DIVIDED INTO 3 DISTINCT PERIODS. THE PERIOD BETWEEN 1849 AND 1870 WAS A TIME WHEN VIRTUALLY NOTHING WAS ATTEMPTED. BETWEEN 1870 AND 1920 THE PRINCIPAL FOCUS WAS ON EDUCATION IN FEDERAL DAY AND BOARDING SCHOOLS. FINALLY, BY THE THIRD DECADE OF THE PRESENT CENTURY THE PUBLIC SCHOOLS ASSUMED PRIMARY RESPONSIBILITY FOR INDIAN EDUCATION. THE DOMINANT THEME OF THIS REPORT WAS THE SHEER PHYSICAL DESTRUCTION AND EXPLOITATION OF INDIANS BY WHITE SETTLERS, OFTEN WITH AT LEAST THE PASSIVE SUPPORT OF THE STATE GOVERNMENT. EDUCATED ESTIMATES PLACE THE INDIAN POPULATION AS HIGH AS 260,000 IN 1769; 100,000 IN 1848 AT THE DAWN OF THE AMERICAN PERIOD; AND LESS THAN 20,000 BY 1880. FOR ALL ITS INADEQUACIES AND MISADVENTURES WHICH BECAME LEGEND OVER THE NEXT CENTURY, THE FEDERAL GOVERNMENT DID ASSUME RESPONSIBILITY FOR SOME MEASURE OF INDIAN WELFARE. THE STATE, ON THE OTHER HAND, FOCUSED MOST OF ITS EFFORTS ON EXCLUSION. THE ELECTION OF FRANKLIN ROOSEVELT IN 1932 AND THE ARRIVAL ON THE NATIONAL SCENE OF COMMISSIONER OF INDIAN AFFAIRS JOHN COLLIER PRODUCED A SUBSTANTIAL SHIFT IN NATIONAL ATTITUDES TOWARD INDIANS. (FF)

ACCESSION NUMBER: ED088621

PUBLICATION DATE: MAR 74

TITLE: A SELF-CONCEPT COMPARISON OF INDIAN AND ANGLO DELINQUENCY IN WYOMING.

PERSONAL AUTHOR: FORSLUND, MORRIS A.

DESCRIPTOR: ALCOHOLISM; *AMERICAN INDIANS; *ANGLO AMERICANS; *COMPARATIVE ANALYSIS; *DELINQUENCY; DELINQUENCY CAUSES; DISADVANTAGED GROUPS; DRUG ABUSE; FEMALES; MALES; RESEARCH PROJECTS; RESERVATIONS (INDIAN); SCHOOL VANDALISM; *SECONDARY SCHOOL STUDENTS; SOCIOECONOMIC STATUS; TABLES (DATA)

IDENTIFIER: *WYOMING

DESCRIPTIVE NOTE: 15P.; PAPER PREPARED FOR THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION, DALLAS, TEX., MARCH 1974

THE STUDY IS A CONTINUATION OF PREVIOUS RESEARCH INTO THE NATURE AND MAGNITUDE OF THE DELINQUENCY PROBLEM AMONG WIND RIVER INDIAN RESERVATION YOUTHS IN WYOMING. THE STUDY IS BASED ON RESPONSES TO A SELF-REPORT QUESTIONNAIRE CONCERNING DELINQUENT ACTS, ALCOHOL USE AND DRUG USE WHICH WAS ADMINISTERED TO 9-12 GRADE STUDENTS IN HIGH SCHOOLS IN THE WIND RIVER INDIAN RESERVATION AREA (MAY 1972). FINDINGS WERE BASED ON A SAMPLE THAT INCLUDED 355 ANGLO MALES, 315 ANGLO FEMALES, 68 INDIAN MALES AND 62 INDIAN FEMALES. THERE WAS LITTLE OVERALL DIFFERENCE IN THE SELF-REPORTED DELINQUENT ACTIVITIES OF INDIAN AND ANGLO MALES, WITH THE EXCEPTION THAT INDIANS WERE MORE INVOLVED IN OFFENSES CENTERING AROUND THE SCHOOL. DATA DID INDICATE, HOWEVER, THAT COMPARED TO THE ANGLO FEMALE, THE INDIAN FEMALE WAS CONSIDERABLY MORE INVOLVED IN RUNNING AWAY FROM HOME AND IN SCHOOL CENTERED OFFENSES. ALSO, ALTHOUGH THERE WAS AN INDICATION OF A SLIGHTLY GREATER DRUG USE BY INDIANS, THE STUDY DID NOT INDICATE THAT ILLEGAL DRINKING IS MORE OF A PROBLEM AMONG INDIANS THAN ANGLOS. THE INDIAN YOUTHS IN THIS STUDY WERE DISPROPORTIONATELY CONCENTRATED IN THE LOWER CLASS AND WERE SOMEWHAT UNDERREPRESENTED IN THE MIDDLE CLASS. THUS, IT IS POSSIBLE THAT SOME OR ALL OF THE DIFFERENCES THAT HAVE BEEN FOUND BETWEEN INDIAN AND ANGLO DELINQUENCY MAY BE DUE TO DIFFERENTIAL SOCIAL CLASS DISTRIBUTION. THIS HYPOTHESIS WAS ANALYZED BY SEX, RACE, AND SOCIAL CLASS. (FF)

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ACCESSION NUMBER: ED088623

PUBLICATION DATE: 73

TITLE: A SURVEY OF THE OCCUPATIONAL AND EDUCATIONAL NEEDS OF THE AMERICAN INDIAN IN DALLAS COUNTY.

PERSONAL AUTHOR: MCCLURE, LYNDON; TAYLOR, MATT

DESCRIPTOR: ACADEMIC ASPIRATION; AMERICAN INDIANS; CAREER CHOICE; *EDUCATIONAL NEEDS; IDENTIFICATION (PSYCHOLOGICAL); *NONRESERVATION AMERICAN INDIANS; OCCUPATIONAL CHOICE; *OCCUPATIONAL SURVEYS; *POPULATION TRENDS; *SELF CONCEPT; TABLES (DATA); TRIBES; URBAN ENVIRONMENT; URBAN IMMIGRATION

IDENTIFIER: *DALLAS COUNTY; TEXAS

DESCRIPTIVE NOTE: 38P.

IN 1971, DURING A MINORITY RECRUITMENT PROJECT, THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT DISCOVERED THAT RELIABLE INFORMATION ABOUT THE DALLAS INDIAN POPULATION DID NOT EXIST. THEREFORE, THIS STUDY WAS FUNDED TO INVESTIGATE EDUCATIONAL, EMPLOYMENT, PERSONAL AND CULTURAL NEEDS OF THE INDIAN COMMUNITY. THE SURVEY FORM CONTAINED 84 QUESTIONS IN 4 CATEGORIES: (1) PERSONAL, (2) EDUCATION, (3) EMPLOYMENT, AND (4) CULTURE. PROCEDURES TO IMPLEMENT THE SURVEY INCLUDED THE HIRING AND TRAINING OF INDIAN SURVEYORS. OVER 1,260 FAMILY UNITS HAD BEEN SURVEYED WHEN DATA GATHERING WAS CONCLUDED ON JULY 31, 1972. INDIANS CAME TO DALLAS BECAUSE OF A GREATER CHANCE FOR EMPLOYMENT AND WERE PLANNING TO STAY FOR THE SAME REASON, YET THEIR CHILDREN, BORN AND RAISED IN THE CITY, EXPRESSED A STRONG DESIRE TO RETURN TO THEIR PARENTS' RURAL HOME. ALMOST 1/2 DID NOT COMPLETE HIGH SCHOOL EDUCATION. ONLY 44% ATTENDED A COLLEGE OR TECHNICAL SCHOOL. ONLY 3.1% COMPLETED 4 YEARS OF COLLEGE AND RECEIVED A BACHELOR'S DEGREE. A GREAT DEAL OF INTEREST WAS EXPRESSED IN TRAINING FOR MANAGEMENT AND EVENTUAL SELF-EMPLOYMENT. ROUGHLY 3/4 OF THE RESPONDENTS UNDERSTOOD THEIR NATIVE LANGUAGE AND 50% SAID THEY SPOKE IT. EIGHT RECOMMENDATIONS WERE INCLUDED; I.E., INDIAN ORGANIZATIONS IN DALLAS SHOULD IMPLEMENT A PROGRAM TO AID INDIANS IN THEIR ADJUSTMENT TO CITY LIFE. (FF)

ACCESSION NUMBER: ED088625

PUBLICATION DATE: 29 MAR 74

TITLE: COMMUNITY MOBILIZATION AND LEADERSHIP DEVELOPMENT ON THE ST. REGIS (AKWESASNE) MOHAWK RESERVATION.

PERSONAL AUTHOR: WELLS, ROBERT N., JR.; AND OTHERS

DESCRIPTOR: ACTIVISM; AMERICAN INDIANS; COMMUNITY ACTION; *COMMUNITY DEVELOPMENT; CULTURAL AWARENESS; ECONOMIC DEVELOPMENT; *EDUCATIONAL IMPROVEMENT; EDUCATIONAL PRACTICE; HEALTH PROGRAMS; HISTORY; HOUSING; *INDIVIDUAL POWER; LAW ENFORCEMENT; LOCAL GOVERNMENT; *RESERVATIONS (INDIAN); SCHOOL BOYCOTTS; *TREATIES

IDENTIFIER: *MOHAWKS

DESCRIPTIVE NOTE: 29P.; PAPER PRESENTED AT THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION 1974 ANNUAL MEETINGS, MARCH 29, 1974

SINCE THE SCHOOL BOYCOTT AT THE ON-RESERVATION ST. REGIS ELEMENTARY SCHOOL IN 1968, THE MOHAWK INDIANS HAVE MADE MAJOR STRIDES TOWARD ACHIEVING GREATER EDUCATIONAL OPPORTUNITY, CULTURAL AWARENESS, AND COMMUNITY SELF-DETERMINATION. UNDER THE LEADERSHIP PROVIDED BY THE CHIEFS AND THE 3 ELECTED COMMITTEES--EDUCATION, HOUSING, AND LIBRARY CULTURE CENTER--A NUMBER OF PROGRAMS HAVE BEEN INITIATED WHICH HAVE SERVED TO IMPROVE THE QUALITY OF LIFE ON THE RESERVATION AND OPEN NEW OPPORTUNITIES FOR MOHAWKS. BEGINNING WITH THE LIBRARY PROJECT THE MOHAWKS HAVE ATTEMPTED TO BRIDGE THE BARRIER TO TRIBAL UNITY CREATED BY THE INTERNATIONAL BORDER (UNITED STATES AND CANADA) THAT DIVIDES TRIBAL LANDS. PLANNED PROGRAMS IN EDUCATION, HEALTH, AND ECONOMIC DEVELOPMENT ARE AIMED AT FURTHER REDUCING THIS ARTIFICIAL DIVISION OF THE MOHAWK COMMUNITY. THERE EXISTS A GROWING SENSE OF PRIDE IN THE COMMUNITY BY VIRTUE OF THE ACCOMPLISHMENTS ACHIEVED OVER THE PAST 6 YEARS (1968-74). THE PRESENCE OF THE CULTURAL CENTER AND THE INITIATION OF MOHAWK LANGUAGE AND CULTURAL-HISTORY COURSES IN THE SCHOOLS HAS CONTRIBUTED SUBSTANTIALLY TO INCREASING MOHAWK TRIBAL IDENTITY AND SELF-AWARENESS. THE SENSE OF UNITY AND COMMUNITY STRENGTH WHICH DEVELOPED OUT OF THE SCHOOL BOYCOTT HAS ENABLED THE MOHAWKS TO BEGIN THE LONG ROAD TO REGAINING CONTROL OF THEIR COMMUNITY. MEMBERSHIP ON THE SCHOOL BOARD AND VOTING RIGHTS IN SCHOOL ELECTIONS HAVE MADE THE SCHOOL DISTRICTS MORE RESPONSIVE TO MOHAWK NEEDS. (FF)

ACCESSION NUMBER: ED088628

PUBLICATION DATE: 74

TITLE: BRIGHT EYES. THE STORY OF SUSETTE LA FLESCHE, AN OMAHA INDIAN.

PERSONAL AUTHOR: WILSON, DOROTHY CLARKE

DESCRIPTOR: ACCULTURATION; *ACTIVISM; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *BIOGRAPHIES; CULTURE CONFLICT; DISSENT; LAWS; LEGISLATION; RESERVATIONS (INDIAN); TREATIES; TRIBES; *UNITED STATES HISTORY; *WOMEN TEACHERS

IDENTIFIER: BRIGHT EYES; INSHTA THEAMBA; *LA FLESCHE (SUSETTE); OMAHAS

DESCRIPTIVE NOTE: 396P.

THE DOCUMENT IS THE BIOGRAPHY OF SUSETTE LA FLESCHE, WHOSE NAME IN OMAHA WAS INSHTA THEAMBA (BRIGHT EYES). SHE WAS THE DAUGHTER OF A FRENCH-INDIAN WHO, IN THE MID-1800S, BECAME THE LAST HEAD CHIEF OF THE OMAHAS. HER HERITAGE--THE LEGENDS, SONGS, SACRED CEREMONIES AND ANCIENT WISDOM OF HER PEOPLE--CAME INTO CONFLICT WITH THE WHITE MAN'S WORLD WHEN SHE WAS SENT TO THE MISSION SCHOOL. LATER SHE ATTENDED AN EASTERN SCHOOL AND WHILE THERE DETERMINED TO RETURN TO HER RESERVATION TO SHARE HER KNOWLEDGE AS A TEACHER. WHEN SHE DID, HOWEVER, SHE FOUND THAT A KINDRED TRIBE, THE PONCAS, THEIR TREATY BROKEN, WERE BEING EXILED TO ARID, MALARIA RIDEEN INDIAN TERRITORY, AND THE OMAHAS THEMSELVES WERE THREATENED. ACCOMPANIED BY A SMALL GROUP, BRIGHT EYES CAME EAST TO SEEK JUSTICE FOR THE INDIANS. SHE ADDRESSED VAST AUDIENCES, TESTIFIED BEFORE SENATE COMMITTEES, AND WAS FETED IN THE WHITE HOUSE. THROUGH HER EFFORTS, NEW LEGISLATION WAS PASSED, A MEASURE OF JUSTICE WAS GAINED FOR THE PONCAS, AND THE OMAHAS KEPT, AND STILL KEEP, A SHRUNKEN PORTION OF THEIR ANCESTRAL LANDS. LATER BRIGHT EYES LECTURED IN ENGLAND, FOUGHT FOR INDIAN CITIZENSHIP, AND WAS AT WOUNDED KNEE DURING THE MASSACRE OF 1890. (AUTHOR/KM)

AVAILABILITY: MCGRAW-HILL BOOK CO., 1221 AVENUE OF THE AMERICAS, NEW YORK, N.Y. 10020 ($8.95)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED088631

PUBLICATION DATE: 2 DEC 73

TITLE: BEING A NATIVE AND BECOMING A TEACHER IN THE ALASKA RURAL TEACHER TRAINING CORPS.

PERSONAL AUTHOR: BARNHARDT, RAY

DESCRIPTOR: *AMERICAN INDIANS; CURRICULUM DESIGN; *ELEMENTARY SCHOOL TEACHERS; EXPERIMENTAL PROGRAMS; LITERATURE; *PROGRAM EVALUATION; *RELEVANCE (EDUCATION); RURAL AREAS; SCHOOL COMMUNITY PROGRAMS; *TEACHER EDUCATION; TEACHING PROGRAMS; TRAINING TECHNIQUES

IDENTIFIER: *ALASKA RURAL TEACHER TRAINING CORPS; ARTTC

DESCRIPTIVE NOTE: 19P.; PAPER PRESENTED AT ANNUAL MEETING OF AMERICAN ANTHROPOLOGICAL ASSOCIATION (NEW ORLEANS, LOUISIANA, DECEMBER 2, 1973). NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

THE PROGRAM KNOWN AS THE ALASKA RURAL TEACHER TRAINING CORPS (ARTTC) WAS ESTABLISHED IN 1970 AS A 4-YEAR EXPERIMENTAL PROGRAM TO TRAIN NATIVE ELEMENTARY SCHOOL TEACHERS FOR RURAL ALASKAN NATIVE COMMUNITIES OR FOR ANY SCHOOL IN THE COUNTRY WHERE AN ALASKAN TEACHING CERTIFICATE IS ACCEPTABLE. THE BEGINNING GROUP INCLUDED AN EVEN DISTRIBUTION OF MALES AND FEMALES RANGING IN AGE FROM 18 TO 48 WHO ARE A MIXTURE OF 4 DISTINCT NATIVE GROUPS. AS THE PROGRAM PROCEEDED, IT BECAME APPARENT THAT IT WAS NOT GOING TO BE SIMPLY A MATTER OF APPLYING THE LATEST TEACHER TRAINING TECHNIQUES. THIS PAPER EXPLAINS THE 3 BASIC QUESTIONS EXPLORED IN THE PROGRAM: (1) WHY TRAIN NATIVES TO BECOME TEACHERS? (2) WHAT IS A NATIVE TEACHER? AND (3) HOW DO YOU TRAIN NATIVE TEACHERS? ANOTHER AREA THAT WAS INVESTIGATED IS THE CURRICULUM: WHAT STUDENTS WERE DOING, AND WHAT THEY WERE SUPPOSED TO LEARN DURING THEIR STAY IN THE PROGRAM. FINALLY, THE PAPER DISCUSSES WHAT PARTICIPANTS IN THIS EXPERIMENTAL PROGRAM LEARNED. THIS EVALUATION AND DISCUSSION OF THE ABOVE AREAS CONCLUDES THAT IT IS DIFFICULT TO BE A NATIVE AND A TEACHER TOO. THE PROGRAM MAY NOT REALLY BE TRAINING "TEACHERS" SINCE THE FEED-BACK FROM THE PARTICIPANTS WAS THAT THEY FELT MORE LIKE GENERAL PRACTITIONERS THAN SPECIALISTS. ALSO, LITERATURE IN EDUCATION, AS WELL AS ANTHROPOLOGY, IS OFTEN OF LIMITED USE IN THE PROGRAM. (FF)

ACCESSION NUMBER: ED088633

PUBLICATION DATE: 12 MAR 74

TITLE: INDIAN STUDENTS IN MINNESOTA'S PRIVATE COLLEGES - WHO THEY ARE, WHERE THEY COME FROM, WHERE THEY'RE GOING, WHAT THEY THINK OF THEIR EXPERIENCE IN COLLEGE.

DESCRIPTOR: *AMERICAN INDIANS; CAREER CHOICE; *COLLEGE MAJORS; *COLLEGE STUDENTS; DEMOGRAPHY; FINANCIAL SUPPORT; HIGHER EDUCATION; NONRESERVATION AMERICAN INDIANS; *PRIVATE COLLEGES; RESERVATIONS (INDIAN); *SCHOOL SURVEYS; SPECIALIZATION; TABLES (DATA); TRIBES; UNITS OF STUDY (SUBJECT FIELDS)

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 12P.

THE STUDY IS A SURVEY OF 128 AMERICAN INDIAN STUDENTS WHO ARE ATTENDING 12 OF MINNESOTA'S PRIVATE COLLEGES THIS YEAR (1974). QUESTIONNAIRES COMPLETED BY 55% OF THE INDIAN STUDENTS DURING JANUARY AND FEBRUARY OF 1974 TOLD WHO THEY ARE, WHERE THEY ARE IN THEIR HIGHER EDUCATION PROGRAMS, WHAT THEIR MAJOR FIELDS OF STUDY ARE, WHAT PROBLEMS LOOM LARGE FOR THEM, AND WHAT RECOMMENDATIONS THEY HAVE FOR IMPROVING THE INDIAN EDUCATION PROGRAMS THE COLLEGES ARE SPONSORING. SURVEY DATA ARE PRESENTED IN TABULATED FORM. THE STUDENTS REPRESENT 15 DIFFERENT TRIBES FROM 12 DIFFERENT STATES. CHIPPEWAS ARE THE MOST NUMEROUS, COMPRISING 60% OF THE TOTAL. THE MAJORITY OF THE RESPONDENTS ARE 21 YEARS OF AGE, ALTHOUGH THE RANGE WAS FROM 17 TO 50. WOMEN COMPRISE 52% OF THE SAMPLE. MARITAL STATUS DATA INDICATE THAT THE MAJORITY OF THEM ARE SINGLE. THE MOST COMMON DEGREE OBJECTIVE IS BACHELOR OF ARTS. THE MAJORMOST SELECTED IS INDIAN STUDIES, FOLLOWED BY NURSING AND SOCIAL WORK. THE SOURCE OF FINANCIAL SUPPORT COMES FROM TRIBAL/BIA GRANTS. (FF)

ACCESSION NUMBER: ED088638

PUBLICATION DATE: JUN 73

TITLE: THE PROGRAM OF SPECIAL DIRECTED STUDIES: A FIVE YEAR SUMMARY.

PERSONAL AUTHOR: MORNELL, EUGENE S.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ACADEMIC STANDARDS; AMERICAN INDIANS; ANGLO AMERICANS; COGNITIVE MEASUREMENT; *COLLEGE ADMISSION; COLLEGE STUDENTS; *COMPENSATORY EDUCATION; *DISADVANTAGED YOUTH; *MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; NON ENGLISH SPEAKING; PROGRAM EFFECTIVENESS; PROGRAM EVALUATION

IDENTIFIER: CALIFORNIA; *CLAREMENT COLLEGES

DESCRIPTIVE NOTE: 17P.

THE REPORT DESCRIBED ONE RELATIVELY SMALL BUT EXTENSIVELY RESEARCHED SPECIAL ADMISSION AND COMPENSATORY EDUCATION PROGRAM AT THE CLAREMONT COLLEGES, CALIFORNIA. THE PROGRAM OF SPECIAL DIRECTED STUDIES FOR TRANSITION TO COLLEGE (PSDS) WAS ADMINISTERED BY THE CLAREMONT UNIVERSITY CENTER. PSDS WAS A 5-YEAR EXPERIMENTAL PROJECT PRIMARILY FUNDED BY THE ROCKEFELLER FOUNDATION. IT RECRUITED, SELECTED, AND PROVIDED A PROGRAM FOR STUDENTS WHOSE HIGH SCHOOL ACHIEVEMENT WAS INADEQUATE TO SECURE REGULAR ADMISSION TO THE COLLEGES. THE PROGRAM WAS PRIMARILY DEVELOPED FOR MEXICAN AMERICAN STUDENTS, ALTHOUGH BLACK, ASIAN AMERICAN, AMERICAN INDIAN, AND ANGLO STUDENTS WERE INCLUDED. THESE STUDENTS ALL REFLECTED CHARACTERISTICS OF "DISADVANTAGE" AND "RISK". PSDS PROVIDED SELECTED STUDENTS WITH SOME $3,800 PER YEAR IN FINANCIAL ASSISTANCE, A SPECIAL EDUCATION PROGRAM, AND UP TO 2 YEARS TO QUALIFY FOR REGULAR COLLEGE ADMISSION. IN ALL, 158 STUDENTS (61.4% SPANISH SURNAMED) ENTERED THE CLAREMONT COLLEGES THROUGH PSDS. OF THESE, 95 MATRICULATED. THE FINDINGS TENTATIVELY SUGGESTED THAT CAREFULLY DEFINED SPECIAL ADMISSION PROCEDURES WILL MINIMIZE FAILURE, ALTHOUGH THE ISSUE OF COMPENSATORY EDUCATION EFFECTIVENESS REMAINS BASICALLY UNEXPLORED. THE FINDINGS ALSO SUGGESTED THAT THE TRADITIONAL COGNITIVE MEASURES USED TO PREDICT ACADEMIC SUCCESS FOR ALL STUDENTS ARE VALID ONLY FOR THE STUDENT WITH TRADITIONAL CREDENTIALS. LACKING EVIDENCE TO THE CONTRARY, THE SUCCESS OF THE PROGRAM AT THIS TIME MAY BE ATTRIBUTED TO SELECTION ALONE. (KM)

ACCESSION NUMBER: ED088644

PUBLICATION DATE: OCT 73

TITLE: ALASKAN NATIVE NEEDS ASSESSMENT IN EDUCATION (PROJECT ANNA). RESEARCH AND EVALUATION REPORT SERIES NO. 18.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; DECISION MAKING; DROPOUTS; *EDUCATIONAL ASSESSMENT; *EDUCATIONAL NEEDS; EQUAL EDUCATION; *ESKIMOS; FEDERAL PROGRAMS; PREDICTION; PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; RELEVANCE (EDUCATION); RESEARCH PROJECTS; RESOURCES; SELF DIRECTED GROUPS; *STUDENT CHARACTERISTICS; STUDENT ENROLLMENT

IDENTIFIER: *ALASKAN NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 188P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT; RELATED DOCUMENTS ARE RC007780-RC007787

IN RECENT TIMES THE ULTIMATE ROLE OF THE BUREAU OF INDIAN AFFAIRS (BIA) IN ALASKAN EDUCATION HAS BEEN QUESTIONED, FOCUSING ON HOW MUCH LONGER THE BIA WILL OPERATE SCHOOLS AND WHAT FORM, IF ANY, BIA EDUCATION WILL HAVE WITHIN AND FOLLOWING THE NEXT 5 YEARS. THEREFORE, THE COMMISSIONER OF INDIAN AFFAIRS (FORMER AREA DIRECTOR FOR THE JUNEAU AREA OFFICE) ASKED THAT THE ALASKA NATIVE NEEDS ASSESSMENT IN EDUCATION (PROJECT ANNA) BE UNDERTAKEN. THE PROJECT WAS CONDUCTED FROM JANUARY-OCTOBER, 1973. THE DOCUMENT CONTENT INCLUDES (1) A PROJECT DESCRIPTION OF THE NEEDS ASSESSMENT IN EDUCATION; (2) STUDENT SURVEY; (3) STUDENT CHARACTERISTICS; (4) ALASKAN NATIVE STUDENT ENROLLMENT; (5) RESIDENT EDUCATION EVALUATION; (6) EDUCATIONAL PREFERENCES OF ALASKAN NATIVE SCHOOL BOARDS; (7) ALASKAN NATIVE HIGH SCHOOL DROPOUTS; AND (8) A FUTURE EDUCATIONAL OUTLOOK. FOR EASY READING AND UNDERSTANDING, A PROJECT SUMMARY IS PRESENTED FIRST. THE READER IS ADVISED TO PAY CLOSE ATTENTION TO THE APPENDICES, WHEN THE VITAL DETAILS OF THIS REPORT ARE CONTAINED. THOUGH THIS PROJECT WAS NOT AS BROAD AS WAS PLANNED, IT ENCOMPASSES A COMPREHENSIVE APPROACH TO BASIC ISSUES IN NATIVE EDUCATION AND SHOULD SERVE AN IMPORTANT ROLE IN THE DECISION-MAKING PROCESS. ALTHOUGH DATA FROM THE PROJECT WILL BE USED IN A NUMBER OF DIFFERENT PROBLEM AREAS, IT CENTERS ON CERTAIN SPECIFIED AREAS, SUCH AS THE IDENTIFICATION OF THE EDUCATIONAL PREFERENCE OF ALASKAN NATIVE PEOPLES AND THE DEVELOPMENT OF A BENCHMARK OF EDUCATION INFORMATION WHICH REFLECTS CURRENT BIA PROGRAMS. (FF)

ACCESSION NUMBER: ED088645

PUBLICATION DATE: FEB 73

TITLE: ALASKAN NATIVE NEEDS ASSESSMENT IN EDUCATION (PROJECT ANNA), PROJECT DESCRIPTION.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; DECISION MAKING; *EDUCATIONAL ASSESSMENT; ESKIMOS; *FEDERAL PROGRAMS; GOVERNMENT ROLE; INDIVIDUAL POWER; INFORMATION NEEDS; LEGAL RESPONSIBILITY; PREDICTION; *PROGRAM DESCRIPTIONS; PROJECT APPLICATIONS; RESEARCH PROJECTS; RESOURCES; *SELF DIRECTED GROUPS

IDENTIFIER: *ALASKAN NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 16P.;

A PROJECT DESCRIPTION OF THE ALASKAN NATIVE NEEDS ASSESSMENT (ANNA) IN EDUCATION IS PRESENTED. THE 4 OBJECTIVES ARE (1) IDENTIFY THE EDUCATION PREFERENCES OF ALASKAN NATIVE PEOPLES; (2) DEVELOP A BENCHMARK OF EDUCATION INFORMATION WHICH REFLECTS CURRENT BUREAU OF INDIAN AFFAIRS (BIA) PROGRAMS; (3) DEVELOP ALTERNATIVES AND MAKE RECOMMENDATIONS ON THE FUTURE ROLE OF BIA EDUCATION; AND (4) DEVELOP ALTERNATIVES AND MAKE RECOMMENDATIONS ON THE FUTURE OF THE 2 BIA BOARDING SCHOOLS IN ALASKA. ONE OF PROJECT ANNA'S BASIC ASSUMPTIONS IS THAT THE POLICY OF SELF-DETERMINATION SET FORTH IN THE PRESIDENT OF THE UNITED STATES'S MESSAGE ON AMERICAN INDIANS MEANS THAT EFFORTS WILL BE DIRECTED TOWARD PROVIDING INFORMATION THAT NATIVE PEOPLES MAY USE TO DETERMINE THEIR OWN EDUCATIONAL DESTINIES FOR PROJECT ANNA. THE PROJECT SCOPE COVERS THE TOTAL EDUCATION PROGRAM OF THE BIA IN ALASKA AND RELATIONSHIPS TO NON-BIA EDUCATION PROGRAMS AND CONCERNS. THE APPROACH TAKEN IN PROJECT ANNA IS THAT IT WILL PROVIDE VALID INFORMATION TO DECISION-MAKERS. ORGANIZATIONALLY, THE PROJECT INCLUDES: (1) EDUCATIONAL PREFERENCES OF ALASKAN NATIVES; (2) RESIDENT EDUCATION PROGRAMS; (3) JOHNSON O'MALLEY (JOM) PROGRAMS; (4) HIGHER EDUCATION; (5) EMERGING CONCERNS (REFERRING TO RELATIONSHIPS WITH NON-BIA PROGRAMS); AND (6) STATE OF ALASKA LEARNER NEEDS ASSESSMENT. THE PROJECT COMMITTEE, ITS ROLE, AND ITS STRUCTURE ARE ALSO DESCRIBED. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 088644

ACCESSION NUMBER: ED088646

PUBLICATION DATE: OCT 73

TITLE: PROJECT ANNA STUDENT SURVEY.

PERSONAL AUTHOR: BOYD, MARJORIE, COMP.; HENA, JIM, COMP.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *DECISION MAKING; *EDUCATIONAL ASSESSMENT; ESKIMOS; HIGH SCHOOL STUDENTS; OBJECTIVES; PARENT STUDENT RELATIONSHIP; PERSONAL INTERESTS; RESEARCH PROJECTS; *SCHOOL SURVEYS; STUDENT CHARACTERISTICS; *STUDENT OPINION; STUDENT TEACHER RELATIONSHIP; TABLES (DATA)

IDENTIFIER: *ALASKA NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BUREAU OF INDIAN AFFAIRS; BIA

DESCRIPTIVE NOTE: 37P.;

IN REVIEWING THE ALASKAN NATIVE NEEDS ASSESSMENT (PROJECT ANNA), IT WAS DETERMINED THAT ONE OF THE MOST IMPORTANT EDUCATIONAL DECISION-MAKERS WAS THE STUDENT. THIS CONCERN REFLECTED THE BELIEF THAT IN ALASKAN NATIVE COMMUNITIES, STUDENTS AND THEIR DESIRES ARE A POTENT FACTOR IN DECIDING WHICH OPTION (BOARDING SCHOOL, BOARDING HOME PROGRAM, STATE DORMITORY) TO SELECT FOR HIGH SCHOOL. THE SURVEY METHOD WAS: (1) QUESTIONNAIRES WERE MAILED TO EACH SCHOOL FOR SCHOOL OFFICIALS TO DISTRIBUTE TO STUDENTS; (2) QUESTIONNAIRE CONTENT WAS OUTLINED BY THE PROJECT ANNA COMMITTEE; AND (3) THE COMPLETED QUESTIONNAIRES WERE RETURNED TO THE INDIAN EDUCATION RESOURCE CENTER, ALBUQUERQUE, NEW MEXICO. RESPONSES WERE PRESENTED IN GRAPH FORMS. DATA INDICATED THAT THE ALASKAN NATIVE STUDENTS WOULD LIKE TO KEEP THE BOARDING SCHOOLS, THE BOARDING HOME PROGRAM, AND VILLAGE SCHOOLS ALL AS VIABLE OPTIONS. MANY WANTED TO ATTEND COLLEGE OR PURSUE SOME FORM OF TRAINING PAST HIGH SCHOOL. THEY EXPRESSED A PREFERENCE FOR THE 2-WORLD GOAL, TO BE PREPARED TO LIVE IN OR OUT OF THE VILLAGE. THE MOST IMPORTANT FINDING OF THE SURVEY WAS THE "MOBILITY FACTOR", REFERRING TO THE MOVEMENT FROM ONE HIGH SCHOOL PROGRAM TO ANOTHER. IT WAS DISCOVERED THAT 42% OF THE HIGH SCHOOL STUDENTS HAD CHANGED HIGH SCHOOLS. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 088644

ACCESSION NUMBER: ED088647

PUBLICATION DATE: SEP 73

TITLE: CHARACTERISTICS OF ALASKA NATIVE STUDENTS.

PERSONAL AUTHOR: KLEINFELD, J. S.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COGNITIVE DEVELOPMENT; CULTURAL BACKGROUND; CULTURAL FACTORS; DROPOUTS; *EDUCATIONAL ASSESSMENT; EDUCATIONAL PROBLEMS; ESKIMOS; HIGHER EDUCATION; HIGH SCHOOL STUDENTS; INDIVIDUAL POWER; MORALE; RESEARCH PROJECTS; *SELF CONCEPT; *SOCIAL ATTITUDES; *STUDENT CHARACTERISTICS; VALUES

IDENTIFIER: *ALASKAN NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 29P.;

DISCUSSING THE "CHARACTERISTICS" OF ALASKAN NATIVE STUDENTS PRESENTS A SERIOUS DANGER-THE PROBLEM OF OVERGENERALIZATION AND STEREOTYPING. COVERING EDUCATIONAL PROGRAMS DESIGNED FOR NATIVE CHILDREN, THE ANNA PROJECT APPENDIX DISCUSSES: (1) COGNITIVE AND SOCIAL STRENGTHS OF THE STUDENTS; (2) EDUCATIONAL PROBLEMS SUCH AS ACADEMIC ACHIEVEMENT AND IDENTITY FORMATION; (3) CULTURAL FACTORS; (4) DROPOUT PROBLEMS; (5) TRANSFERRING FROM HIGH SCHOOL TO HIGH SCHOOL; (6) SUCCESS IN HIGHER EDUCATION; AND (7) EFFECTIVENESS OF DIFFERENT TYPES OF EDUCATIONAL INSTITUTIONS. FROM THE DISCUSSION, IT IS CONCLUDED THAT THE CENTRAL PROBLEMS OF INDIAN AND ESKIMO STUDENTS OCCUR AT THE SECONDARY SCHOOL AND COLLEGE LEVELS. WHILE ACADEMIC ACHIEVEMENT LEVELS BELOW NATIONAL NORMS DO CAUSE STUDENTS DIFFICULTY, THE FUNDAMENTAL ISSUES APPEAR TO LIE IN THE AREA OF STRONG IDENTITY FORMATION. ALMOST NEVER DO TEACHERS OR EMPLOYERS SAY THAT NATIVE STUDENTS DO NOT SUCCEED BECAUSE THEY LACKED THE NECESSARY COGNITIVE OR ACADEMIC ABILITIES. RATHER, WHEN NATIVE STUDENTS DO NOT SUCCEED, IT APPEARS TO BE BECAUSE THEY LACK A SENSE OF DIRECTION AND PURPOSE WHICH LEAVES THEM VULNERABLE TO NEGATIVE SOCIAL INFLUENCES. EDUCATIONAL ENVIRONMENTS NEED TO BE DESIGNED WHICH CREATE STRONG IDENTITIES AND WHICH DEVELOP THE UNIFIED VALUES THAT ORGANIZE ONE'S LIFE AND GIVE IT MEANING. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 088644

ACCESSION NUMBER: ED088648

PUBLICATION DATE: 73

TITLE: ALASKAN NATIVE SCHOOL ENROLLMENTS, BIA, STATE, PRIVATE: TOTAL SCHOOL ENROLLMENTS, ELEMENTARY AND SECONDARY; STATE OF ALASKA, DEPARTMENT OF EDUCATION, ENROLLMENT BY ETHNIC GROUP, SUMMARY; TOTAL ENROLLMENT IN BUREAU OF INDIAN AFFAIRS SCHOOLS, FINAL SCHOOL REPORTS, 1972-73; PRIVATE AND DENOMINATIONAL SCHOOLS, LOCATIONS, AND NATIVE ENROLLMENTS.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *DEMOGRAPHY; *EDUCATIONAL ASSESSMENT; ELEMENTARY SCHOOL STUDENTS; ESKIMOS; ETHNIC GROUPS; HIGH SCHOOL GRADUATES; HIGH SCHOOL STUDENTS; PAROCHIAL SCHOOLS; POPULATION TRENDS; PRIVATE SCHOOLS; PUBLIC SCHOOLS; RESEARCH PROJECTS; SCHOOL LOCATION; *STUDENT ENROLLMENT; *TABLES (DATA)

IDENTIFIER: *ALASKAN NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 26P.;

PRESENTED IS THE 1972-73 ALASKAN NATIVE SCHOOL ENROLLMENT IN THE BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS, STATE PUBLIC SCHOOLS, AND PRIVATE SCHOOLS. CHARTS ARE USED TO SUMMARIZE THE ENROLLMENT BY SCHOOL, EDUCATIONAL LEVEL, AND ETHNIC GROUP. THE STATE PUBLIC SCHOOLS HAVE THE LARGEST NUMBER OF ALASKAN NATIVE STUDENTS, WITH A TOTAL OF 15,855, WITH 5,140 IN ELEMENTARY AND 715 IN HIGH SCHOOL. THE PRIVATE SCHOOL TOTAL IS 422--WITH 91 ELEMENTARY AND 331 HIGH SCHOOL STUDENTS. INFORMATION ON HIGH SCHOOL GRADUATES IS ALSO GIVEN. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 088644

ACCESSION NUMBER: ED088649

PUBLICATION DATE: 73

TITLE: RESIDENT EDUCATION EVALUATION (PROJECT ANNA).

PERSONAL AUTHOR: SHOOK, VERN

DESCRIPTOR: *ACTIVITIES; *AMERICAN INDIANS; BOARDING HOMES; BOARDING SCHOOLS; *DORMITORIES; EDUCATIONAL ASSESSMENT; ESKIMOS; FEDERAL PROGRAMS; *MEASUREMENT TECHNIQUES; *NEED GRATIFICATION; PROGRAM EVALUATION; RESEARCH PROJECTS; STATE PROGRAMS; TABLES (DATA)

IDENTIFIER: *ALASKAN NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 21P.;

THE EVALUATION DATA FOR THE BUREAU OF INDIAN AFFAIRS AND STATE OPERATED DORMITORIES FOR NATIVE ALASKANS IS CONTAINED IN THIS SECTION OF THE PROJECT ALASKAN NATIVE NEEDS ASSESSMENT. AN INSTRUMENT, ORIGINALLY DEVELOPED FOR PROJECT OFF-RESERVATION BOARDING SCHOOLS, 1972 (ED068237) EVALUATION, WAS SELECTED. ELEVEN PROCEDURES FOR THE USE OF THE INSTRUMENT ARE LISTED, SUCH AS MAKING ARRANGEMENTS WITH THE DIRECTORS OF THE DORMITORIES AND ADMINISTRATORS OF THE SCHOOLS SELECTED FOR EVALUATION. VARIOUS METHODS THAT ENHANCE DATA RETRIEVABILITY AND USEFULNESS HAVE BEEN EMPLOYED IN THE PRESENTATION OF THIS CONSIDERABLE MASS OF INFORMATION. ONE OF THESE METHODS USES COLORS TO DESIGNATE THE DIFFERENT NEEDS, E.G., RED=PHYSIOLOGICAL, BLUE=SECURITY, GREEN=SOCIAL, ORANGE=EGO, AND YELLOW=ESTHETIC. THREE OTHER METHODS ARE DESCRIBED TO FACILITATE CROSS-REFERENCING FOR MORE DETAILED INFORMATION, MAPS AND BUILDING DESIGN, AND PERCENTAGE QUANTIFICATION. NEEDS FULFILLMENT AND THE INSTRUMENT USED TO MEASURE IT ARE ALSO DESCRIBED. THE COLUMNAR CHARTS ILLUSTRATE THE SCHOOL'S OR DORMITORY'S NEED FULFILLMENT ACHIEVEMENTS FOR EACH ACTIVITY CATEGORY, SUCH AS STUDENT STORE, COUNSELING, AND SPORTS. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 088644

ACCESSION NUMBER: ED088650

PUBLICATION DATE: 73

TITLE: EDUCATIONAL PREFERENCES OF ALASKAN NATIVE SCHOOL BOARDS (PROJECT ANNA).

PERSONAL AUTHOR: DUMONT, KATHERYN R.

DESCRIPTOR: ADULTS; *AMERICAN INDIANS; BOARDING SCHOOLS; *BOARDS OF EDUCATION; COMMUNITY CONTROL; CURRICULUM DESIGN; DECISION MAKING; *EDUCATIONAL ASSESSMENT; *EDUCATIONAL NEEDS; ESKIMOS; *PARENT SCHOOL RELATIONSHIP; PUBLIC RELATIONS; RESEARCH PROJECTS; SCHOOL COMMUNITY RELATIONSHIP; SCHOOL SURVEYS; TRANSFER STUDENTS

IDENTIFIER: *ALASKAN NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 6P.;

THE REPORT IS BASED ON A QUESTIONNAIRE WHICH WAS PART OF THE ALASKAN NATIVE NEEDS ASSESSMENT IN EDUCATION (PROJECT ANNA). IT WAS SENT TO MEMBERS OF 44 VILLAGE SCHOOL BOARDS TO DETERMINE THE EDUCATIONAL PREFERENCES OF ALASKAN NATIVE ADULTS. THE METHOD ASKED 6 OPEN-ENDED QUESTIONS: (1) WHAT KIND OF HIGH SCHOOL DOES YOUR VILLAGE WANT YOUR STUDENTS TO GO TO? (2) WHAT SHOULD HAPPEN TO BUREAU OF INDIAN AFFAIRS BOARDING SCHOOLS SUCH AS MT. EDGECUMBE? (3) WHAT SHOULD BE THE ROLE OF VILLAGE SCHOOL BOARDS IN LOCAL EDUCATION? (4) IS YOUR SCHOOL BOARD READY TO TAKE OVER THE SCHOOL? (5) WHAT DO YOU WANT THE SCHOOL TO DO FOR YOUR CHILDREN? AND (6) HOW WELL DO YOU THINK THE SCHOOL IS DOING ITS JOB? MOST OF THE SCHOOL BOARDS EXPRESSED A STRONG DESIRE TO HAVE THEIR CHILDREN CLOSER TO HOME. A FEW MEMBERS FELT THAT IF THE STUDENT ATTENDED A LARGER SCHOOL IN A PLACE LIKE FAIRBANKS OR ANCHORAGE, HE COULD GET A BETTER EDUCATION AND A BETTER JOB AFTER GRADUATION. FOR THE MOST PART, VILLAGE BOARDS THOUGHT THEY SHOULD HAVE INCREASED DECISION MAKING POWER. THIRTY-ONE OUT OF 44 PARTICIPATING SCHOOL BOARDS EMPHATICALLY DENIED THAT THEY WERE READY TO ASSUME CONTROL OF THEIR SCHOOLS. TWENTY-TWO BOARDS FELT THAT THE SCHOOLS SHOULD PREPARE STUDENTS FOR AN ADULT LIFE; 37 FELT THE SCHOOLS WERE DOING AN EXCELLENT JOB. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 088644

ACCESSION NUMBER: ED088651

PUBLICATION DATE: 73

TITLE: ALASKAN NATIVE HIGH SCHOOL DROPOUTS: A REPORT PREPARED FOR PROJECT ANNA.

PERSONAL AUTHOR: JACOBSON, DESA

DESCRIPTOR: ADJUSTMENT (TO ENVIRONMENT); *ADJUSTMENT PROBLEMS; *AMERICAN INDIANS; BOARDING SCHOOLS; CULTURAL DIFFERENCES; *DROPOUT PROBLEMS; DROPOUT RESEARCH; *EDUCATIONAL ASSESSMENT; ESKIMOS; *HIGH SCHOOL STUDENTS; POTENTIAL DROPOUTS; RESEARCH PROJECTS; RURAL DROPOUTS; SOCIAL ADJUSTMENT

IDENTIFIER: *ALASKAN NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 6P.;

PRESENTED IS A SUMMARY OF THE ALASKAN NATIVE HIGH SCHOOL DROPOUTS. THE DATA COLLECTED ON 180 NATIVE ALASKAN HIGH SCHOOL DROPOUTS WAS TAKEN FROM THE REGIONAL DORMITORIES AT NOME, KODIAK, BETHEL AND BOARDING HOME PROGRAMS IN ANCHORAGE, TOK, FAIRBANKS, DILLINGHAM, AND KETCHIKAN. STUDENTS WHO TERMINATED FOR ACADEMIC REASONS, FAILED TO ATTEND SCHOOL, AND THOSE CLASSIFIED AS NO SHOWS ARE CATEGORIZED AS DROPPING FOR SOCIAL REASONS. THERE ARE FEW PROGRAMS, ACCREDITED OR NOT, WHICH RELATE CULTURALLY TO THE STUDENTS. IT IS DIFFICULT FOR THE STUDENTS TO BECOME SOCIALLY AND ACADEMICALLY INVOLVED IN THE BOARDING HOME PROGRAM. THE MOST FREQUENTLY STATED REASONS FOR TERMINATION, IN RELATION TO THE SOCIAL ASPECT, ARE: PROBLEMS RELATING TO THE ACADEMIC SYSTEM; PROBLEMS WITH COMMUNITY AND SOCIAL ADJUSTMENT; PROBLEMS WITHIN THE BOARDING HOME AND/OR SCHOOL; AND THE NATURAL HOMESICKNESS SYNDROME. (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 088644

ACCESSION NUMBER: ED088652

PUBLICATION DATE: 73

TITLE: THE FUTURE--A REPORT PREPARED FOR PROJECT ANNA.

PERSONAL AUTHOR: MCDOWALL, CLAYTON

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL ASSESSMENT; EDUCATIONAL NEEDS; *EDUCATIONAL OBJECTIVES; ESKIMOS; *FUTURES (OF SOCIETY); INSTITUTIONAL ROLE; PLANNING; *RELEVANCE (EDUCATION); TRAINING OBJECTIVES; TREND ANALYSIS

IDENTIFIER: *ALASKAN NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 6P.;

AN ASSESSMENT OF THE FUTURE NATIVE ALASKAN EDUCATIONAL PROGRAM IS PRESENTED, SHOWING A COMPLEXITY OF MAJOR SOCIAL TRENDS, TECHNICAL DEVELOPMENTS, AND ACCUMULATING EVALUATIVE AND PROJECTIVE DATA THAT ARE PROFOUNDLY CHALLENGING THE EXISTING EDUCATIONAL STRUCTURES AND RATIONALES. THE QUANTITY OF SIGNIFICANT CONCERNS APPEARS ENDLESS, RANGING FROM RECORD KEEPING TO REVENUE SHARING. THEREFORE, IN THIS REPORT DISCUSSION OF NATIONAL ISSUES IS LIMITED TO THOSE WHICH SHOULD BE OF VITAL CONCERN TO ALASKA NATIVE PROGRAMS, WHILE AT THE SAME TIME INCLUDING THOSE MAJOR ALASKAN FACTORS THAT ARE UNIQUE TO THE SITUATION. AN OVERVIEW OF THE QUESTIONS AND ISSUES RELATIVE TO THE TOPIC POINTS TO 4 AREAS OF EDUCATIONAL CONCERN--FUNCTION, APPROACH, CONTROL, AND ECONOMICS. THE APPROACHES IN EDUCATION ARE DISCUSSED. ALL ASPECTS OF THE TRADITIONAL APPROACHES TO SCHOOLING ARE BEING CHALLENGED FOR A MYRIAD OF VALID, AND SOME LESS THAN VALID REASONS--SOME OF THE MORE VALID REASONS SEEM TO BE THE INFORMATION EXPLOSION, LEARNING PROCESS ADVANCEMENTS, AND RAPID SOCIETAL CHANGES. IN CONCLUSION, THE FINAL TASK WOULD BE THE EVALUATION OF EXISTING AND PLANNED EDUCATIONAL APPROACHES IN THE LIGHT OF: (1) WHAT IS DESIRABLE? (2) WHAT IS POSSIBLE? (3) WHAT IS PROBABLE OR CERTAIN? (FF)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 088644

ACCESSION NUMBER: ED089345

PUBLICATION DATE: APR 72

TITLE: SOUTHWEST HERITAGE: A LITERARY HISTORY WITH BIBLIOGRAPHIES.

PERSONAL AUTHOR: MAJOR, MABEL; PEARCE, T. M.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN LITERATURE; *AREA STUDIES; BIBLIOGRAPHIES; CULTURAL BACKGROUND; CULTURAL FACTORS; ENGLISH INSTRUCTION; HIGHER EDUCATION; LITERARY ANALYSIS; LITERARY CRITICISM; *LITERARY HISTORY; *SPANISH AMERICAN LITERATURE; UNITED STATES HISTORY

IDENTIFIER: *SOUTHWESTERN AMERICAN LITERATURE

DESCRIPTIVE NOTE: 364P.; THIRD EDITION, REVISED AND ENLARGED

THIS BOOK DESCRIBES THE POETRY AND PROSE OF THE SOUTHWESTERN INDIANS, THE NARRATIVES OF THE SPANISH SETTLERS AND EXPLORERS, AND THE TALL TALES, BALLADS, POETRY, AND FICTION OF THE ANGLO-AMERICANS. THE BOOK IS DIVIDED INTO FOUR PARTS: "LITERATURE BEFORE THE ANGLO-AMERICAN, TO 1800," WHICH EXAMINES THE TRADITIONS AND MYTHOLOGY OF THE SOUTHWESTERN INDIANS AND THE SPANISH EXPLORERS AS REVEALED IN EARLY LITERATURE; "LITERATURE OF ANGLO-AMERICAN ADVENTURERS AND SETTLERS, 1800-C. 1918," WHICH ANALYZES THE OPENING OF THE SOUTHWEST IN THE NINETEENTH CENTURY AS REVEALED IN THE CHRONICLES, TRAVEL BOOKS, BALLADS, AND NARRATIVES OF TRAVELERS AND PIONEERS FROM THE EAST; "LITERATURE FROM C.1918-1948," WHICH CONSIDERS THE MORE EARNEST DOCUMENTS, JOURNALS, LETTERS IN ENGLISH AND OTHER LANGUAGES, AND STATE PAPERS ON THE SUBJECT; AND "LITERATURE FROM 1948-1970," WHICH DISCUSSES SEVERAL METHODS OF INTERPRETING HISTORY AS APPLIED TO THE DIFFERENT GENRES OF LITERATURE. APPENDED ARE TWO SELECTED SOUTHWESTERN BIBLIOGRAPHIES, EACH DESIGNED FOR THE GENERAL READER AND THE YOUNG READER. (RB)

AVAILABILITY: THE UNIVERSITY OF NEW MEXICO PRESS, ALBUQUERQUE, NEW MEXICO 87106 ($12.00 CLOTH, $4.95 PAPER)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED089888

PUBLICATION DATE: 69

TITLE: INDIAN EDUCATION. PART 5, HEARINGS BEFORE THE SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, U.S. SENATE, 90TH CONGRESS, 1ST AND 2ND SESSIONS ON THE STUDY OF THE EDUCATION OF INDIAN CHILDREN (PORTLAND, ORE., MAY 24, 1968; WASHINGTON, D.C. OCT. 1, 1968).

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING SCHOOLS; DELINQUENCY; EDUCATIONAL DISADVANTAGEMENT; *EDUCATIONAL NEEDS; ESKIMOS; FEDERAL PROGRAMS; *INVESTIGATIONS; MANPOWER DEVELOPMENT; *MENTAL HEALTH; PUBLIC SCHOOLS; RESERVATIONS (INDIAN); SUICIDE; TRIBES

IDENTIFIER: *NORTHWEST

DESCRIPTIVE NOTE: 470P.; PAGES 2047-2054 DELETED BECAUSE OF NON-REPRODUCIBILITY; 2108-2127 DELETED BECAUSE OF COPYRIGHTED MATERIALS; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PART 5, HEARINGS BEFORE THE SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION (COMMITTEE ON LABOR AND PUBLIC WELFARE, U.S. SENATE) ON THE STUDY OF THE EDUCATION OF INDIAN CHILDREN, FOCUSES ESPECIALLY ON THE INDIAN POPULATIONS OF THE NORTHWEST UNITED STATES, AND ON THE MENTAL HEALTH OF AMERICAN INDIANS, PARTICULARLY THE CHILDREN ENROLLED IN BOARDING SCHOOLS. SEVEN OF THE 8 WITNESSES THAT TESTIFIED IN THE MAY AND OCTOBER (1968) HEARINGS WERE REPRESENTATIVES OF VARIOUS NORTHWEST INDIAN TRIBES. HELD IN PORTLAND, OREGON, AND WASHINGTON, D.C., THE HEARINGS ALSO HEARD TESTIMONY AND STATEMENTS FROM U.S. SENATORS, EDUCATORS, MENTAL HEALTH WORKERS, SCHOOL SUPERINTENDENTS, COMMUNITY REPRESENTATIVES, BUREAU OF INDIAN AFFAIRS (BIA) STAFF, AND OTHER CONCERNED PERSONS. ARTICLES AND PUBLICATIONS PRESENT ADDITIONAL INFORMATION. THE STAFF BACKGROUND MEMORANDUM INDICATES THAT PUBLIC SCHOOLS IN THE REGION ARE NOT DOING ANY BETTER THAN, IF AS WELL AS, BIA SCHOOLS IN OTHER PARTS OF THE COUNTRY. HOUSING, JOB DISCRIMINATION, AND JOB OPPORTUNITIES ARE CITED AS MAJOR PROBLEMS HAVING A DIRECT BEARING ON EDUCATION. (KM)

ACCESSION NUMBER: ED089889

PUBLICATION DATE: 69

TITLE: INDIAN EDUCATION, 1969. PART 1, HEARINGS BEFORE THE SUBCOMMITTEE ON INDIAN EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, U.S. SENATE, 91ST CONGRESS, 1ST SESSION ON POLICY, ORGANIZATION, ADMINISTRATION, AND NEW LEGISLATION CONCERNING THE AMERICAN INDIANS (WASHINGTON, D.C., FEB. 18,19,24, AND MAR. 27, 1969; FAIRBANKS, ALASKA, APR 11, 1969).

DESCRIPTOR: ADMINISTRATIVE CHANGE; *AMERICAN INDIANS; EDUCATION; EMPLOYMENT; *ESKIMOS; FEDERAL LAWS; FEDERAL PROGRAMS; HEALTH; HOUSING; INCOME; *INVESTIGATIONS; LEGISLATION; ORGANIZATIONAL CHANGE; *POLICY FORMATION; POLITICAL ISSUES; RESERVATIONS (INDIAN); *SOCIAL PROBLEMS; SOCIOECONOMIC STATUS; TRIBES

DESCRIPTIVE NOTE: 640P.; PAGES 64-73 AND 597-702 DELETED BECAUSE OF COPYRIGHTED MATERIALS; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.

PART 1, HEARINGS BEFORE THE SUBCOMMITTEE ON INDIAN EDUCATION (COMMITTEE ON LABOR AND PUBLIC WELFARE, U.S. SENATE) ON POLICY, ORGANIZATION, ADMINISTRATION, AND NEW LEGISLATION CONCERNING AMERICAN INDIANS, FOCUSES ESPECIALLY ON THE PROBLEMS OF ALASKAN INDIANS AND ESKIMOS. THE FEBRUARY, MARCH, AND APRIL (1969) HEARINGS WERE HELD IN BOTH WASHINGTON, D.C. AND FAIRBANKS, ALASKA. THEY ARE PART OF THE CONTINUING EFFORT TO SOLVE THE PROBLEMS OF EMPLOYMENT, INCOME, AND GENERAL LIVING CONDITIONS OF ALL INDIANS. THIS HEARING ADDITIONALLY EXAMINES THE SEVERITY AND EXTENSIVENESS OF THE FAILURE TO PROVIDE AN EFFECTIVE EDUCATION FOR INDIAN CHILDREN AND ADULTS. THE HEARINGS ALSO SHOULD POINT UP THE NEEDS FOR NEW POLICIES, AND NEW ADMINISTRATIVE AND ORGANIZATIONAL APPROACHES FOR IMPLEMENTING THEM. TESTIMONY AND STATEMENTS WERE PRESENTED BY U.S. SENATORS, TRIBAL REPRESENTATIVES, PROFESSIONAL EDUCATORS, MEMBERS OF CONCERNED COMMUNITY GROUPS, BUREAU OF INDIAN AFFAIRS STAFF, REPRESENTATIVES OF INDIAN ORGANIZATIONS AND CULTURAL GROUPS, MEDICAL PERSONNEL, AND VARIOUS OTHER CONCERNED PERSONS. ARTICLES AND PUBLICATIONS PRESENT ADDITIONAL INFORMATION. (KM)

ACCESSION NUMBER: ED089892

PUBLICATION DATE: NOV 73

TITLE: THE NATIVE AMERICANS.

PERSONAL AUTHOR: WEST, JIM; AND OTHERS

DESCRIPTOR: *ACTIVISM; *AMERICAN INDIANS; CULTURE CONFLICT; DISADVANTAGED YOUTH; GOVERNMENT ROLE; INNER CITY; LEGAL RESPONSIBILITY; *NONRESERVATION AMERICAN INDIANS; *RESERVATIONS (INDIAN); RESOURCES; TREATIES; URBAN IMMIGRATION; *YOUTH LEADERS

DESCRIPTIVE NOTE: 79P.

THE MAGAZINE ATTEMPTS TO INTERPRET WHAT IS CURRENTLY HAPPENING AMONG THE NORTH AMERICAN INDIANS, ESPECIALLY UNDERSTANDING THE 1973 WOUNDED KNEE OCCUPATION. THE MAGAZINE IS RECOMMENDED FOR HIGH SCHOOL STUDENTS. THIS MAGAZINE INCLUDES 12 ARTICLES ON INDIAN LIFE: CULTURE CONFLICT; INNER CITY INDIANS; RELIGION; GOVERNMENT ROLE; A LIST OF 25 RESOURCE BOOKS, NEWSPAPERS, MAPS, AND ORGANIZATIONS; QUOTES FROM THE YOUNGER INDIAN GENERATION; AN INTERVIEW WITH AN AMERICAN INDIAN MOVEMENT LEADER; AND WHAT YOUNG INDIAN PEOPLE COULD DO ABOUT SHARING THEIR CULTURE. NUMEROUS PHOTOGRAPHS OF AMERICAN INDIANS ARE ALSO INCLUDED. (FF)

AVAILABILITY: YOUTH MAGAZINE, RM 1310, 1505 RACE ST., PHILADELPHIA, PA 19102 ($0.60)

JOURNAL CITATION: YOUTH MAGAZINE; V24 N11 NOV 1973

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED089893

PUBLICATION DATE: AUG 72

TITLE: PLANNING PROJECT IN JUVENILE DELINQUENCY: PREVENTION AND CONTROL OF DELINQUENCY AMONG INDIAN YOUTH IN WYOMING.

PERSONAL AUTHOR: FORSLUND, MORRIS A.; MEYERS, RALPH E.

DESCRIPTOR: ALCOHOLISM; *AMERICAN INDIANS; CORRECTIONAL REHABILITATION; CRIME; CULTURALLY DISADVANTAGED; DELINQUENCY CAUSES; *DELINQUENCY PREVENTION; *DELINQUENT IDENTIFICATION; DISADVANTAGED YOUTH; HIGH SCHOOL STUDENTS; JUVENILE COURTS; LAW ENFORCEMENT; PROBATIONARY PERIOD; PROGRAM DEVELOPMENT; *PROGRAM PLANNING; REHABILITATION PROGRAMS; SOCIALLY DEVIANT BEHAVIOR; *YOUTH PROGRAMS

IDENTIFIER: ARAPAHOES; SHOSHONES; *WYOMING

DESCRIPTIVE NOTE: 86P.

THE STUDY WAS CONDUCTED IN AN EFFORT TO ASCERTAIN THE MAGNITUDE AND DIMENSIONS OF THE DELINQUENCY PROBLEM AMONG THE AMERICAN INDIAN YOUTHS FROM THE WIND RIVER RESERVATION (WYOMING). DURING THE SUMMER OF 1971 DATA WERE OBTAINED FROM THE RECORDS OF THE COURT OF INDIAN OFFENSES, THE TRIBAL POLICE, THE JUVENILE OFFICER ON THE RESERVATION, THE RIVERTON POLICE DEPARTMENT, THE LANDER POLICE DEPARTMENT, AND THE FREMONT COUNTY SHERIFF'S DEPARTMENT. IN ADDITION, NUMEROUS CONVERSATIONS WERE HELD WITH VARIOUS BUREAU OF INDIAN AFFAIRS OFFICIALS, PERSONNEL INVOLVED IN COMMUNITY ACTION PROGRAMS, POLICE PERSONNEL, AND SCHOOL OFFICIALS. THE DATA WERE PUT INTO TABLE FORMS; E.G., CASES INVOLVING JUVENILES CHARGED WITH DELINQUENT ACTS DEALT WITH BY THE COURT OF INDIAN OFFENSES, AND CHARGES AGAINST JUVENILES BY THE LANDER POLICE DEPARTMENT AND THE FREMONT COUNTY SHERIFF'S DEPARTMENT DURING FISCAL YEAR 1971. THE 16 MAJOR FINDINGS COVER VARIOUS AREAS, SUCH AS: FROM 1967-71, 1,047 CASES INVOLVING JUVENILES WERE ADJUDICATED BY THE COURT OF INDIAN OFFENSES; AND APPROXIMATELY 2/3 OF THE DELINQUENCY CASES INVOLVED MALES AND 1/3 INVOLVED FEMALES. TEN SPECIFIC SUGGESTIONS FOR DELINQUENCY PREVENTION AND TREATMENT PROGRAMS ARE LISTED; E.G., EVERY EFFORT SHOULD BE MADE TO INCREASE EMPLOYMENT OPPORTUNITIES FOR BOTH INDIAN ADULTS AND YOUTHS AND THE EXISTING ALCOHOLISM REHABILITATION PROGRAM ON THE RESERVATION SHOULD BE EVALUATED AND EVERY EFFORT SHOULD BE MADE TO MAKE IT AS EFFECTIVE AS POSSIBLE. (FF)

ACCESSION NUMBER: ED089894

PUBLICATION DATE: 74

TITLE: INDIAN AND NON-INDIAN DELINQUENCY: A SELF-REPORT STUDY OF WIND RIVER RESERVATION AREA YOUTH.

PERSONAL AUTHOR: FORSLUND, MORRIS A.

DESCRIPTOR: ACTION RESEARCH; ALCOHOLISM; *AMERICAN INDIANS; *ANGLO AMERICANS; *COMPARATIVE ANALYSIS; CRIME; CULTURALLY DISADVANTAGED; *DELINQUENT IDENTIFICATION; DRUG ABUSE; HIGH SCHOOL STUDENTS; JUVENILE COURTS; LAW ENFORCEMENT; *SELF EVALUATION; SELF EXPRESSION; SOCIALLY DEVIANT BEHAVIOR; YOUTH PROBLEMS

IDENTIFIER: *WYOMING

DESCRIPTIVE NOTE: 56P.

THE STUDY WAS MOTIVATED BY 2 CONCERNS: (1) A LARGE PROPORTION OF OFFENSES THAT ARE COMMITTED BOTH BY JUVENILES AND ADULTS ARE NEVER REPORTED OR OFFICIALLY RECORDED; AND (2) WITHOUT DETAILED INFORMATION CONCERNING THE DELINQUENT ACTS COMMITTED BY NON-INDIAN YOUTHS IN THE WIND RIVER RESERVATION AREA OF WYOMING IT IS IMPOSSIBLE TO ASCERTAIN WHETHER OR NOT THE DELINQUENCY INVOLVEMENT OF AMERICAN INDIAN YOUTHS IS HIGH COMPARED TO OTHER YOUTHS LIVING IN THE SAME GENERAL AREA. THEREFORE, A SELF-REPORT QUESTIONNAIRE ON DELINQUENT ACTS, ALCOHOL USE, AND DRUG USE WAS DEVELOPED DURING THE SPRING OF 1972 AND ADMINISTERED TO 9TH-12TH GRADE STUDENTS AT LANDER VALLEY HIGH SCHOOL AND WIND RIVER HIGH SCHOOL. THE FINDINGS WERE BASED ON A SAMPLE OF 355 WHITE MALES AND 315 FEMALES; 68 INDIAN MALES AND 62 FEMALES. THERE WAS LITTLE OVERALL DIFFERENCE IN THE DELINQUENCY INVOLVEMENT OF INDIAN AND ANGLO MALES--WITH THE NOTABLE EXCEPTION THAT INDIANS WERE MORE INVOLVED THAN ANGLOS IN OFFENSES CENTERING AROUND THE SCHOOL. COMPARED TO ANGLOS, A SIGNIFICANTLY HIGHER PORTION OF BOTH MALE AND FEMALE INDIAN YOUTHS HAD DOUBTS ABOUT WHETHER OR NOT THEY WOULD COMPLETE HIGH SCHOOL, DID NOT PLAN TO ATTEND COLLEGE, FELT THAT THEY WERE NOT AS SMART AS THEIR PEERS, RECEIVED LOWER GRADES IN SCHOOL, AND HAD DROPPED OUT OF SCHOOL. WITH RESPECT TO ILLEGAL DRUG USE, A HIGHER PORPORTION OF INDIAN THAN ANGLO MALES HAD USED DRUGS, OTHER THAN MARIJUANA, AND A HIGHER PROPORTION OF INDIAN THAN ANGLO FEMALES HAD SMOKED MARIJUANA. THE FEQUENCY OF VARIOUS DELINQUENT ACTS WERE PRESENTED IN TABULAR FORM. (FF)

ACCESSION NUMBER: ED089895

PUBLICATION DATE: 73

TITLE: PROCEEDINGS: NATIONAL INDIAN BILINGUAL EDUCATION CONFERENCE (1ST, ALBUQUERQUE, N.M., APRIL 17-19, 1973). CURRICULUM BULLETIN NO. 15.

PERSONAL AUTHOR: REBERT, ROBERT

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; BILINGUAL TEACHERS; CHILD LANGUAGE; COMMUNITY INVOLVEMENT; *CONFERENCE REPORTS; ENGLISH (SECOND LANGUAGE); FEDERAL PROGRAMS; *LANGUAGE PROGRAMS; MATERIAL DEVELOPMENT; *NATIVE SPEAKERS; RESERVATIONS (INDIAN); SECOND LANGUAGE LEARNING; STAFF IMPROVEMENT; TRIBES

IDENTIFIER: *NATIONAL INDIAN BILINGUAL EDUCATION CONFERENCE; NIBEC

DESCRIPTIVE NOTE: 158P.

THIS CONFERENCE REPORT WAS A FINALE TO THE FIRST NATIONAL INDIAN BILINGUAL EDUCATION CONFERENCE (NIBEC) AND A PRELUDE TO THE SECOND. THE FIRST CONFERENCE WAS INSPIRED IN PART BY A 1972 MEETING CALLED BY THE U.S. OFFICE OF EDUCATION IN DENVER FOR PARTICIPANTS IN THE INDIAN TITLE VII PROGRAMS. THE REPORT COVERS THE FIRST NIBEC HELD IN ALBUQUERQUE, NEW MEXICO, IN 1973, AND PRESENTS A PROLOGUE TO THE SECOND NIBEC TO BE HELD IN BILLINGS, MONTANA, MAY 6-9, 1974. THE 5 CONFERENCE TOPICS INCLUDED IN THE PROCEEDINGS ARE: BILINGUAL CLASSROOM STRATEGIES, BILINGUAL STAFF DEVELOPMENT, COMMUNITY PARTICIPATION, BILINGUAL PROGRAM ADMINISTRATION, AND BILINGUAL MATERIALS DEVELOPMENT. THOUGH THE STYLES OF THESE 5 ARTICLES DIFFER GREATLY, THEY ALL EMANATE FROM THE SAME RESOURCES, THE RECORDED TAPES OF ALL THE 1973 NIBEC SESSIONS. IT IS HOPED THAT THE RECORDING OF THE 1973 IDEAS WILL HELP NIBEC 1974 IN MAINTAINING THIS VALUABLE DIALOGUE AMONG INDIAN EDUCATORS. THE NIBEC DECLARATION, A LIST OF CURRENT INDIAN BILINGUAL PROJECTS, AND REGISTERED NIBEC MEMBERS WERE ALSO GIVEN. (FF)

AVAILABILITY: INDIAN EDUCATION RESOURCES CENTER, BOX 1788, ALBUQUERQUE, N.M. 87103

ACCESSION NUMBER: ED089897

PUBLICATION DATE: 73

TITLE: SAFETY EDUCATION CURRICULUM.

PERSONAL AUTHOR: LOWRY, CARLEE S.

DESCRIPTOR: ACCIDENT PREVENTION; *AMERICAN INDIANS; ATTITUDES; COMMUNITY INVOLVEMENT; CURRICULUM DEVELOPMENT; *CURRICULUM GUIDES; ELEMENTARY GRADES; FIRST AID; HABIT FORMATION; HEALTH; *INDIVIDUAL DEVELOPMENT; INTERMEDIATE GRADES; *SAFETY EDUCATION; SCHOOL RESPONSIBILITY; *SCHOOL SAFETY; SECONDARY GRADES; SELF CARE SKILLS

DESCRIPTIVE NOTE: 54P.

THE SAFETY EDUCATION PROGRAM FOR BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS WAS PREPARED AS A SIMPLIFIED GUIDE FOR TEACHERS TO USE IN GRADES 1-12. SAFETY PROGRAMS IN SCHOOLS SHOULD DEVELOP KNOWLEDGE, HABITS, AND ATTITUDES IN ORDER TO ELIMINATE, AS FAR AS POSSIBLE, THE DANGERS OF ACCIDENTAL DEATH OR INJURY TO CHILDREN. IT SHOULD INFORM THESE FUTURE ADULTS OF THEIR RESPONSIBILITIES FOR PROVIDING SAFE AND EFFICIENT SCHOOL PLANT AND TRANSPORTATION FACILITIES, INCLUDING ADEQUATE INSTRUCTION AND A MEDICAL EXAMINATION FOR SCHOOL BUS DRIVERS. SAFETY IS USUALLY CONSIDERED AN AREA OF HEALTH INSTRUCTION AND SHOULD RECEIVE EMPHASIS IN RELATION TO THE STUDENTS' AND THE COMMUNITY'S NEEDS. IN THIS CURRICULUM GUIDE, STUDENTS ARE DIVIDED BY GRADE INTO 5 CATEGORIES (I.E., GRADES 1-3; GRADES 4-6). DESIRED OUTCOMES IN TERMS OF KNOWLEDGE, ATTITUDES AND PRACTICES, SUGGESTED EXPERIENCES AND ACTIVITIES, AND EVALUATIONS ARE GIVEN FOR EACH. FOR GRADES 10-12, SUGGESTIONS ARE MADE FOR INCLUDING SAFETY INSTRUCTION IN SUBJECT AREAS SUCH AS HOME ECONOMICS, AGRICULTURE, AND SCIENCE. FIRST AID PRACTICES THAT EVERY STUDENT SHOULD KNOW ARE EXPLAINED FOR BOTH ELEMENTARY AND HIGH SCHOOL STUDENTS. THE DOCUMENT ALSO INCLUDES REFERENCES, SOURCES FOR FREE SAFETY MATERIALS, AND A SOURCE AND AVAILABILITY INDEX FOR FILMSTRIPS. (KM)

ACCESSION NUMBER: ED089902

PUBLICATION DATE: 73

TITLE: WILLIAM WARREN -- THE STORY OF AN AMERICAN INDIAN.

PERSONAL AUTHOR: ANTELL, WILL

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; *AUTHORS; *BIOGRAPHIES; CULTURAL BACKGROUND; GOVERNMENT (ADMINISTRATIVE BODY); LEGAL RESPONSIBILITY; LEGENDS; *LEGISLATORS; LITERATURE; OJIBWA; RESERVATIONS (INDIAN); TREATIES; TRIBES

IDENTIFIER: OJIBWAYS; *WARREN (WILLIAM WHIPPLE)

DESCRIPTIVE NOTE: 56P.

PART OF A SERIES ON THE AMERICAN INDIAN, THE BOOK PRESENTS THE BIOGRAPHY OF WILLIAM WHIPPLE WARREN, OJIBWAY (CHIPPEWA) HISTORIAN. ALTHOUGH HE LED AN EXTRAORDINARY LIFE, WARREN IS A LITTLE-KNOWN HISTORICAL FIGURE. THE SON OF AN AMERICAN FUR TRAPPER AND A MOTHER OF FRENCH AND OJIBWAY DESCENT, HE WAS BORN IN 1825 ON AN ISLAND IN LAKE SUPERIOR. LATER HE ATTENDED SCHOOL IN NEW YORK BEFORE RETURNING TO HIS LAND TO SERVE AS AN INTERPRETER AND GO-BETWEEN FOR GOVERNMENT AGENTS AND THE OJIBWAYS. IN 1850, AT A TIME WHEN INDIANS WERE NOT ALLOWED TO VOTE, HE WAS ELECTED TO THE MINNESOTA TERRITORIAL LEGISLATURE. DURING THE NEXT YEARS, HE WROTE THE "HISTORY OF THE OJIBWAYS", BASED ON HIS KNOWLEDGE OF TRIBAL CUSTOMS AND LEGENDS. HIS BOOK WAS PUBLISHED POSTHUMOUSLY IN 1855, AFTER WARREN'S DEATH FROM LUNG DISEASE AT AGE 28. INCORPORATED INTO THIS STORY ABOUT WARREN ARE OJIBWAY LEGENDS, INFORMATION ABOUT FUR TRADING AND THE VOYAGEURS, AND DESCRIPTIONS OF INDIAN CUSTOMS. (AUTHOR/KM)

AVAILABILITY: DILLON PUBLISHING CO., 500 S. THIRD STREET, MINNEAPOLIS, MN 55415 ($4.95)

NOT AVAILABLE FROM EDRS

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ACCESSION NUMBER: ED089905

PUBLICATION DATE: 69

TITLE: ACOMA RESERVATION MANPOWER RESOURCES. INDIAN MANPOWER RESOURCES IN THE SOUTHWEST: A PILOT STUDY. OCCASIONAL PAPER NUMBER 5.

PERSONAL AUTHOR: TAYLOR, BENJAMIN J.; O'CONNOR, DENNIS J.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AGE; *AMERICAN INDIANS; CONSUMER ECONOMICS; *ECONOMIC FACTORS; FAMILY CHARACTERISTICS; INCOME; *LABOR FORCE; LIVING STANDARDS; *MANPOWER DEVELOPMENT; *RESERVATIONS (INDIAN); SEX (CHARACTERISTICS); TABLES (DATA); UNEMPLOYMENT; WORK EXPERIENCE

IDENTIFIER: *ACOMA RESERVATION

DESCRIPTIVE NOTE: 72P.; RELATED DOCUMENTS ARE ED 043 444, ED 043 445, ED 044 198

THE PILOT STUDY REPORTED IN THIS MONOGRAPH IS PART OF A LARGER STUDY THAT INCLUDES DATA ON 5 SOUTHWESTERN AMERICAN INDIAN RESERVATIONS. ITS PRIMARY PURPOSE IS TO PROVIDE BASIC MANPOWER INFORMATION ESSENTIAL FOR PLANNING AND DEVELOPING EFFECTIVE SERVICES AND PROGRAMS FOR THE ACOMA PUEBLO INDIANS. MANPOWER RESOURCE CHARACTERISTICS ARE PRESENTED FOR AGE AND SEX, FAMILY CHARACTERISTICS, AND EDUCATIONAL ATTAINMENT. ALTHOUGH POPULATION REGISTERS MAINTAINED BY THE BUREAU OF INDIAN AFFAIRS LISTED 1, 654 PEOPLE 16 YEARS OF AGE OR OLDER, WHEN A RANDOM SAMPLE OF 500 OF THESE NAMES WAS SELECTED, ONLY 275 COULD BE LOCATED ON THE RESERVATION. ON THE BASIS OF THIS, THE POPULATION 16 YEARS OF AGE AND OVER IS ESTIMATED AT 910 PEOPLE. IT IS NOTED THAT ABOUT 41 PERCENT OF THE ACOMA WORKING-AGE POPULATION ARE IN THE LABOR FORCE. INFORMATION IS PRESENTED ON SOURCES OF INCOME AND CONSUMATION PATTERNS. THE CONSUMPTION PATTERNS SHOW THAT ACOMA FAMILIES DEPEND HEAVILY UPON OFF-RESERVATION STORES FOR THEIR CONSUMER GOODS. A MAJOR CONCLUSION WAS THAT ACOMA SUCCESSES IN RAISING THEIR LEVEL OF LIVING WILL BE DEPENDENT UPON THEIR ABILITY TO OBTAIN OFF-RESERVATION EMPLOYMENT. (PS)

AVAILABILITY: BUREAU OF BUSINESS AND ECONOMIC RESEARCH, ARIZONA STATE UNIVERSITY, TEMPE, AZ 85281 (FREE WHILE SUPPLY LASTS)

ACCESSION NUMBER: ED089906

PUBLICATION DATE: 69

TITLE: LAGUNA RESERVATION MANPOWER RESOURCES. INDIAN MANPOWER RESOURCES IN THE SOUTHWEST: A PILOT STUDY. OCCASIONAL PAPER NUMBER 6.

PERSONAL AUTHOR: TAYLOR, BENJAMIN J.; O'CONNOR, DENNIS J.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; CONSUMER ECONOMICS; *ECONOMIC FACTORS; FAMILY CHARACTERISTICS; INCOME; *LABOR FORCE; LIVING STANDARDS; *MANPOWER DEVELOPMENT; *RESERVATIONS (INDIAN); SEX (CHARACTERISTICS); TABLES (DATA); UNEMPLOYMENT; WORK EXPERIENCE

IDENTIFIER: *LAGUNA RESERVATION

DESCRIPTIVE NOTE: 71P.; RELATED DOCUMENTS ARE ED 043 444, ED 043 445 , ED 044 198

A PILOT STUDY REPORTED IN THIS MONOGRAPH IS PART OF A LARGER STUDY THAT INCLUDES DATA ON 5 SOUTHWESTERN AMERICAN INDIAN RESERVATIONS. ITS PRIMARY PURPOSE IS TO PROVIDE BASIC MANPOWER INFORMATION ESSENTIAL FOR PLANNING AND DEVELOPING EFFECTIVE SERVICES AND PROGRAMS FOR LAGUNA INDIANS. MANPOWER RESOURCE CHARACTERISTICS ARE PRESENTED FOR AGE AND SEX, FAMILY CHARACTERISTICS, AND EDUCATIONAL ATTAINMENT. SINCE NO ACCURATE RECORDS OF PEOPLE RESIDING ON THE LAGUNA RESERVATION WERE AVAILABLE BEFORE THIS STUDY, A LIST MAINTAINED BY THE BUREAU OF INDIAN AFFAIRS (BIA) WAS MODIFIED TO ARRIVE AT A SAMPLING FRAME. THE SIZE OF THE RESERVATION'S TOTAL WORKING-AGE HUMAN RESOURCE WAS ESTIMATED AT 1,064 BASED ON THE MODIFIED BIA LIST. IT IS NOTED THAT ABOUT 47 PERCENT OF THE LAGUNA WORKING-AGE POPULATION ARE IN THE LABOR FORCE. INFORMATION IS PRESENTED ON SOURCES OF INCOME AND CONSUMPTION PATTERNS. THE CONSUMPTION PATTERNS SHOW THE RELIANCE OF LAGUNA FAMILIES ON CASH TO SATISFY MOST OF THEIR CONSUMER DEMANDS. RECOMMENDATIONS IN THIS AREA INCLUDE CONSUMER EDUCATION, GREATER EMPLOYMENT OPPORTUNITIES, AND INCOME MAINTENANCE PROJECTS. (PS)

AVAILABILITY: BUREAU OF BUSINESS AND ECONOMIC RESEARCH, ARIZONA STATE UNIVERSITY, TEMPE, AZ 85281 (FREE WHILE SUPPLY LASTS)

ACCESSION NUMBER: ED089907

PUBLICATION DATE: 69

TITLE: INDIAN MANPOWER RESOURCES IN THE SOUTHWEST: A PILOT STUDY.

PERSONAL AUTHOR: TAYLOR, BENJAMIN J.; O'CONNOR, DENNIS J.

DESCRIPTOR: *AMERICAN INDIANS; CONSUMER ECONOMICS; CULTURAL BACKGROUND; DEMOGRAPHY; *ECONOMIC FACTORS; *EMPLOYMENT OPPORTUNITIES; FEDERAL PROGRAMS; *MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; *RESERVATIONS (INDIAN); RURAL AREAS; TABLES (DATA); TOURISM; TRIBES; UNEMPLOYMENT; VOCATIONAL EDUCATION

IDENTIFIER: ARIZONA; NEW MEXICO; *SOUTHWEST

DESCRIPTIVE NOTE: 399P.; RELATED DOCUMENTS ARE ED 043 444, ED 043 445, ED 044 198

THE INDIAN MANPOWER RESOURCE STUDY (IMRS) WAS UNDERTAKEN TO PROVIDE BASIC INFORMATION ESSENTIAL TO THE PLANNING AND DEVELOPMENT OF EFFECTIVE PROGRAMS TO MAKE USE OF THE MANPOWER RESOURCE OF RESERVATION INDIANS IN ARIZONA AND NEW MEXICO. IN THE PAST, DECISION MAKING HAS LARGELY BEEN UNDERTAKEN WITH A MINIMUM OF VALID INFORMATION. THE RESERVATIONS STUDIED WERE FORT APACHE, SAN CARLOS, ACOMA, LAGUNA, AND PAPAGO. DATA INDICATE THAT INDIANS OF THE SOUTHWEST HAVE SUBSTANTIALLY LOWER INCOMES THAN OTHER AMERICANS. ALSO, ALTHOUGH MOST RESERVATION FAMILIES LIVE IN A RURAL SETTING, THEY SHOULD NOT BE CONSIDERED FARM FAMILIES. THE STUDY, IN ADDITION TO INCOME AND AVAILABLE MANPOWER SUPPLIES, ALSO GATHERED INFORMATION ON AGE AND SEX, FAMILY CHARACTERISTICS, INDUSTRY AND OCCUPATIONAL EXPERIENCES, AND CONSUMPTION PATTERNS. THIS STUDY SUPPORTS THE HYPOTHESIS THAT THE CREATION OF ON-RESERVATION OPPORTUNITIES WOULD BE MET BY A WILLING LABOR FORCE. GENERALLY, INFORMATION INDICATES THAT INDIANS MAY REQUIRE MORE CONCENTRATED EFFORTS TO RESOLVE THEIR EMPLOYMENT PROBLEMS THAN OTHER DISADVANTAGED U. S. CITIZENS BECAUSE OF THEIR RELATIVELY GREATER DEPRIVATION. NATURAL AND HUMAN RESOURCE DEVELOPMENT OF RESERVATIONS SHOULD BE ENCOURAGED. INDUSTRIES CAN BE DEVELOPED IN TOURISM AND RECREATION WHERE FEASIBLE. (KM)

AVAILABILITY: BUREAU OF BUSINESS AND ECONOMIC RESEARCH, ARIZONA STATE UNIVERSITY, TEMPE, AZ 85281 (FREE WHILE SUPPLY LASTS)

ACCESSION NUMBER: ED089908

PUBLICATION DATE: 71

TITLE: ARIZONA INDIAN TRIBES: HISTORICAL NOTES. SHARING IDEAS, VOLUME 7, NUMBER 8.

PERSONAL AUTHOR: SIZEMORE, MAMIE, COMP.

DESCRIPTOR: AGRICULTURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BOARDING SCHOOLS; CLOTHING; *CULTURAL ENVIRONMENT; EDUCATION; FAMILY LIFE; FEDERAL GOVERNMENT; *HISTORY; HOUSING; *INSTRUCTIONAL MATERIALS; LEGENDS; LOCAL GOVERNMENT; RELIGION; RESERVATIONS (INDIAN); RESOURCES; SOCIAL LIFE; TREATIES; *TRIBES

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 95P.

IN 1971, 24 TEACHERS ATTENDING SUMMER SCHOOL AT NORTHERN ARIZONA UNIVERSITY REVIEWED HUNDREDS OF BOOKS ON THE HISTORY AND CULTURE OF SOUTHWESTERN AMERICAN INDIANS. SINCE NO ONE PUBLICATION THAT DEALT SPECIFICALLY WITH THE HISTORICAL AND CULTURAL BACKGROUND OF ARIZONA INDIAN TRIBES COULD BE FOUND, THEY CONSOLIDATED THEIR NOTES INTO THIS RESOURCE BULLETIN. THE WRITERS OF THE PAPERS FOUND THAT ALL AUTHORS DO NOT AGREE ON THE EARLY HISTORY OF THE DIFFERENT TRIBES, SO THERE ARE SOME DUPLICATION OF FACTS AND SEVERAL DIFFERENT VERSIONS OF THE SAME TOPIC. THE 23 PAPERS COVER 4 CATEGORIES: DESERT TRIBES, HIGH MESA TRIBES, MOUNTAIN TRIBES, AND RIVER TRIBES. MAJOR TOPICS INCLUDE AGRICULTURE, CLOTHING, EDUCATION, HISTORY, HOUSING, LEGENDS, LANGUAGE, RELIGION, AND SOCIAL LIFE. (PS)

ACCESSION NUMBER: ED089910

PUBLICATION DATE: 73

TITLE: EL DIA DE LA RAZA MODULE. SECONDARY LEVEL. THE DAY OF THE RACE MODULE. SECONDARY LEVEL.

PERSONAL AUTHOR: HERRERA, GLORIA; LIZCANO, JEANETTE

DESCRIPTOR: ACTIVITIES; *AMERICAN INDIANS; *BICULTURALISM; *CULTURAL BACKGROUND; CULTURAL EVENTS; HISTORY; LATIN AMERICAN CULTURE; *MEXICAN AMERICANS; SECONDARY SCHOOL STUDENTS; *SOCIAL STUDIES UNITS; SPANISH CULTURE; VOCABULARY

IDENTIFIER: CRYSTAL CITY; *DIA DE LA RAZA; TEXAS

DESCRIPTIVE NOTE: 21P.; IN SPANISH

"EL DIA DE LA RAZA", CONSIDERED THE BIRTHDAY OF THE MESTIZO, IS THE TOPIC OF THIS UNIT FOR THE SECONDARY LEVEL. AS UNIT OBJECTIVES, THE STUDENTS ARE TO DEMONSTRATE (1) THEIR COMPREHENSION BY STATING 3 MAJOR AREAS OF CONTRIBUTIONS THE INDIANS AND THE SPANIARDS GAVE THE MESTIZO CULTURE AND (2) THEIR CONCEPT OF MESTIZAJE BY PARTICIPATING IN ORAL DISCUSSIONS UTILIZING 5 STUDY QUESTIONS. THE HISTORY OF EL DIA DE LA RAZA, WHICH IS CELEBRATED ON OCTOBER 12 THROUGHOUT LATIN AMERICA, COVERS THE TOPICS OF CHRISTOPHER COLUMBUS' TRIPS TO AMERICA; THE ORIGINS OF LA RAZA; THE MESTIZO CULTURE; THE SETTLEMENT OF THE SPANIARDS IN MEXICO; AND CHICANO CONTRIBUTIONS TO TODAY'S SOCIETY. INCLUDED WITH THE UNIT ARE SUGGESTED ACTIVITIES; 5 STUDY QUESTIONS; A GLOSSARY OF 23 SPANISH WORDS USED THROUGHOUT THE UNIT; AND 4 POEMS ABOUT THE CHICANO. (NQ)

ACCESSION NUMBER: ED089911

PUBLICATION DATE: 73

TITLE: 16 DE SEPTIEMBRE, 1810 MODULE. SECONDARY LEVEL. 16 OF SEPTEMBER, 1810 MODULE. SECONCARY LEVEL.

DESCRIPTOR: ACTIVISM; *AMERICAN INDIANS; *BICULTURALISM; *CULTURAL BACKGROUND; CULTURAL EVENTS; *MEXICAN AMERICAN HISTORY; MEXICANS; POLITICS; POWER STRUCTURE; *REVOLUTION; SECONDARY SCHOOL STUDENTS; SOCIAL STATUS; SPANISH CULTURE

IDENTIFIER: *EL 16 DE SEPTIEMBRE

DESCRIPTIVE NOTE: 14P.; IN SPANISH

INDEPENDENCE FOR MEXICO TOOK 11 YEARS TO ACHIEVE. BEFORE ITS INDEPENDENCE MEXICO WAS RULED BY SPAIN AND HAD A BASIC CASTE SYSTEM OF INDIOS, MESTIZOS, CRIOLLOS, AND GACHUPINES. THE GACHUPINES AND CRIOLLOS RULED THE GOVERNMENT ANC EXPLOITED THE INDIOS AND MESTIZOS. WHEN THE CRIOLLOS BECAME DISSATISFIED WITH BEING SECONDARY TO THE GACHUPINES, THEY BEGAN TALKING ABOUT A REVOLUTION. ON 16 DE SEPTIEMBRE, FATHER MIGUEL HIDALGO GAVE HIS "GRITO DE INDEPENDENCIA" SPEECH STATING A REVOLUTION WAS INEVITABLE. THERE WERE 2 STAGES TO THE REVOLUTION. THE FIRST STAGE (UNDER FATHER HILDAGO AND JOSE MARIA MORELOS) WAS AIMED AT CHANGING COLONIAL CLASS, POLITICAL, ECONOMIC, AND CULTURAL SYSTEMS OF NEW SPAIN. THE FINAL STAGE OF THE REVOLUTION (UNDER AGUSTIN DE ITURBIDE) LEFT THINGS JUST AS THEY HAD BEEN DURING THE COLONIAL PERIOD. THIS CONTRADICTION IN THE MOVEMENT LED TO THE FORMATION OF 2 MAIN POLITICAL PARTIES--LIBERALS AND CONSERVATIVES. AS OBJECTIVES OF THIS UNIT THE STUDENTS WILL DEMONSTRATE THEIR COMPREHENSION OF "EL 16 DE SEPTIEMBRE" BY CORRECTLY ANSWERING ORALLY THE DISCUSSION QUESTIONS. THE POEM "CORRIDO DE LA INDEPENDENCIA" IS INCLUDED. (NQ)

ACCESSION NUMBER: ED089915

PUBLICATION DATE: MAR 74

TITLE: WHAT PATH FOR THE NATIVE AMERICAN: TRADITIONAL OR CONTEMPORARY?

PERSONAL AUTHOR: FAST HORSE (GREY EAGLE), ROBERT; BRYAN, CLIFFORD

DESCRIPTOR: ACCULTURATION; ACTIVISM; *AMERICAN INDIANS; COMMUNITY CHARACTERISTICS; *CULTURE; CULTURE CONFLICT; ETHNIC GROUPS; HISTORY; *LIFE STYLE; MAJORITY ATTITUDES; RELIGIOUS CULTURAL GROUPS; *SOCIAL FACTORS; *SOCIOLOGY; TRIBES

IDENTIFIER: *AMERICAN INDIAN MOVEMENT; BIA; BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION, DALLAS, TEXAS, MARCH 1974

THE TRADITIONAL WAYS OF AMERICAN INDIAN LIFE AND THE MORE CONTEMPORARY LIFE STYLES ARE DESCRIBED IN THIS PAPER. THE CONFLICTS WHICH CURRENTLY EXIST BETWEEN THE NATIVE AMERICAN SUBCULTURES AND THE MASS CULTURE ARE DESCRIBED IN TERMS OF "CULTURE CLASH". IT IS NOTED THAT THE TRADITIONAL VALUES OF NATIVE AMERICAN SOCIETIES WERE DEEPLY ROOTED IN THEIR RELIGIOUS BELIEFS. THE HARMONIOUS BLENDING OF THE INDIVIDUAL AND THE GROUP WITH THE FORCES OF NATURE IN THE TRADITIONAL INDIAN WAY IS IN CONFLICT WITH THE MASS CULTURE. OTHER AREAS IN WHICH THIS CONFLICT OCCURS INCLUDE TRIBAL GOVERNMENT, THE CONCEPT OF POWER, THE SOCIAL ENVIRONMENT, AND JUSTICE. THE INFLUENCES OF THE AMERICAN INDIAN MOVEMENT AND THE BUREAU OF INDIAN AFFAIRS ON VARIOUS AREAS OF THIS CONFLICT ARE DESCRIBED. (PS)

ACCESSION NUMBER: ED089917

PUBLICATION DATE: 73

TITLE: PROCEEDINGS: INDIAN EDUCATION CONFERENCES (13TH AND 14TH, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA, 1972 AND 1973).

PERSONAL AUTHOR: WOODS, DORIS, ED.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; BOARDING SCHOOLS; COMMUNITY ACTION; *ECONOMIC FACTORS; *EDUCATIONAL PROGRAMS; FEDERAL LEGISLATION; FEDERAL PROGRAMS; HEALTH PROGRAMS; ORGANIZATIONS (GROUPS); *POLITICAL ISSUES; RESERVATIONS (INDIAN); SCHOLARSHIPS; *SOCIAL FACTORS; TEACHER EDUCATION

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 133P.; EDUCATIONAL SERVICE BULLETIN NO. 47

THE PROCEEDINGS OF 2ND ANNUAL AMERICAN INDIAN EDUCATION CONFERENCES ARE PRESENTED IN THIS REPORT. THE 1972 CONFERENCE COVERED COMMUNITY ACTION, THE BUREAU OF INDIAN AFFAIRS (BIA) SCHOLARSHIP AND BOARDING SCHOOL PROGRAMS, NAVAJO EDUCATION PROGRAMS, THE SAN JUAN SCHOOL DISTRICT (UTAH), BIA EMPLOYMENT ASSISTANCE PROGRAMS, FEDERAL PROGRAMS, NAVAJO-HOPI TEACHER CORPS, THE GILA RIVER CAREER CENTER (ARIZONA), AND THE COMMUNITY SCHOOL CONCEPT AND LOCAL CONTROL OF EDUCATION ON THE HOPI RESERVATION. TOPICS COVERED IN THE 1973 CONFERENCE INCLUDE FEDERAL LEGISLATION AFFECTING INDIAN EDUCATION, RESEARCH IN INDIAN EDUCATION, INDIAN HEALTH AND EDUCATIONAL PROGRAMS, LOCAL ADMINISTRATION OF HOPI RESERVATION SCHOOLS, INDIAN EDUCATIONAL ASSOCIATIONS, JOHNSON-O'MALLEY PROGRAMS IN ARIZONA, AND SERVICE AND PROJECTS OF THE ARIZONA INDIAN STUDENT ASSOCIATION. IT IS NOTED THAT EVERY EFFORT HAS BEEN MADE TO PRESERVE THE INTENT AND SPEAKING STYLE OF THE PARTICIPANTS. (PS)

AVAILABILITY: BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, ARIZONA STATE UNIVERSITY, TEMPE, AZ 85281 ($3.00)

ACCESSION NUMBER: ED089918

PUBLICATION DATE: JUL 73

TITLE: EDUCATIONAL NEEDS OF ALASKA. A SUMMARY BY REGION AND ETHNIC GROUP, 1972-73.

DESCRIPTOR: *AMERICAN INDIANS; CHILD DEVELOPMENT; *CULTURAL FACTORS; *EDUCATIONAL NEEDS; ESKIMOS; *ETHNIC GROUPS; EVALUATION; FAMILY LIFE; GIFTED; JOB SKILLS; OBJECTIVES; PRESCHOOL CHILDREN; PROBLEM SOLVING; READING SKILLS; REGIONAL PLANNING; SCHOOL DISTRICTS; *SOCIAL FACTORS

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 94P.

DURING 1972 WORLDWIDE EDUCATION AND RESEARCH INSTITUTE CONDUCTED A STATEWIDE NEEDS ASSESSMENT IN ALASKA. INITIALLY MORE THAN 2,000 ALASKANS RESPONDED TO AN EXTENSIVE QUESTIONNAIRE OR INTERVIEW ABOUT THE STATE'S SCHOOLS. AFTER GATHERING THE DATA, 9 GROUPS OF REPRESENTATIVE ALASKANS WERE CONVENED FOR DOCUMENTING AND VALIDATING CRITICAL EDUCATIONAL CONCERNS. THESE GROUPS WERE CONVENED ACCORDING TO GEOGRAPHIC REGION OR SELECTED ETHNIC GROUPING. THE STUDY CONSISTED OF: CRITICAL EDUCATIONAL NEEDS IN ALASKA; ANALYSIS OF EDUCATIONAL CONCERNS; WORKING PAPERS FOR AN OPERATIONAL PHILOSOPHY OF EDUCATION; GOALS AND OBJECTIVES; NEXT STEPS TO BE TAKEN; CRITICAL EDUCATIONAL NEEDS OF THE ANCHORAGE, FAIRBANKS, JUNEAU, AND BETHEL REGIONS; AND CRITICAL EDUCATIONAL NEEDS OF THE TLINGITS, ESKIMOS, ATHABASCAN INDIANS, AND ALEUTS. THE EDUCATIONAL NEEDS FOR THE VARIOUS REGIONS AND ETHNIC GROUPS WERE DESCRIBED FOR LEARNER NEEDS, IDENTIFICATION OF THE TARGET GROUP OF LEARNERS, CRITERIA, CRITICALITY OF NEED, CONSISTENT LEVEL OF GENERALITY, AND MAXIMUM TIME ALLOWABLE. (PS)

ACCESSION NUMBER: ED089919

PUBLICATION DATE: OCT 72

TITLE: NORTH DAKOTA OFF-RESERVATION INDIAN HEALTH STUDY.

PERSONAL AUTHOR: SULLIVAN, ROBERT

DESCRIPTOR: *CULTURAL FACTORS; DEMOGRAPHY; DENTAL HEALTH; *ECONOMIC DISADVANTAGEMENT; FAMILY LIFE; FINANCIAL PROBLEMS; HEADS OF HOUSEHOLDS; *HEALTH SERVICES; HOUSING; INFORMATION SOURCES; *LEGAL PROBLEMS; *NONRESERVATION AMERICAN INDIANS; SOCIAL FACTORS; SOCIOECONOMIC STATUS; TABLES (DATA); WELFARE AGENCIES

IDENTIFIER: *NORTH DAKOTA

DESCRIPTIVE NOTE: 91P.

THE OBJECTIVES OF THIS OFF-RESERVATION INDIAN HEALTH STUDY WERE TO IDENTIFY THE HEALTH PROBLEMS EXISTING AMONG THE OFF-RESERVATION INDIAN POPULATION AND TO DETERMINE THE ADEQUACY OF HEALTH SERVICES DELIVERY TO THIS GROUP. SURVEY INTERVIEWS USING A STRUCTURED QUESTIONNAIRE WERE CARRIED OUT WITH THE HEADS OF 192 OFF-RESERVATION INDIAN FAMILIES (834 INDIVIDUALS). FIFTY UNSTRUCTURED OR DEPTH INTERVIEWS WERE CONDUCTED WITH BOTH OFF-RESERVATION INDIAN HEALTH CONDITIONS, SOURCES OF AND PAYING FOR OFF-RESERVATION MEDICAL CARE, OFF-RESERVATION INDIAN HEALTH CARE RIGHTS, AND SOME MAJOR BARRIERS TO OFF-RESERVATION HEALTH CARE. RECOMMENDATIONS COVERED A NEW SYSTEM OF HEALTH CARE DELIVERY, INCREASED FUNDING, A COMPREHENSIVE STUDY TO DETERMINE THE OPTIMAL WAY TO PROVIDE HEALTH CARE, AND AN INFORMATION CAMPAIGN. SHORT-TERM RECOMMENDATIONS INCLUDED ADDITIONAL CONTRACT SERVICES, HEALTH CARE CLINICS, AND A SYSTEM FOR OBTAINING PRESCRIPTION REFILLS. THREE APPENDICES INCLUDED SELECTED DEPTH INTERVIEWS, BACKGROUND INFORMATION, AND SURVEY TABLES. (PS)

ACCESSION NUMBER: ED089921

PUBLICATION DATE: 73

TITLE: A MODEST PROPOSAL. AN EXPRESSION OF CHILDREN'S NEEDS BY PEOPLE IN RURAL ALASKA WITH RECOMMENDATIONS FOR POSITIVE CHANGE.

DESCRIPTOR: *AMERICAN INDIANS; BICULTURALISM; BILINGUALISM; *CHILDHOOD NEEDS; COMMUNITY INFLUENCE; EARLY CHILDHOOD EDUCATION; *EDUCATIONAL NEEDS; ETHNIC GROUPS; OBJECTIVES; *PARENT PARTICIPATION; REGIONAL PLANNING; *RURAL AREAS; SCHOOL DISTRICT AUTONOMY

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 376P.

THE SPECIFIC CONCERNS AND RECOMMENDATIONS THAT THE PEOPLE OF RURAL ALASKA MADE ABOUT THEIR EDUCATIONAL SYSTEM ARE DOCUMENTED IN THIS REPORT. THE MAJOR NEED AREAS INDICATED IN THE REPORTS INCLUDE BICULTURAL CURRICULUMS AND BILINGUAL INSTRUCTION, THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE SCHOOL, LOCAL CONTROL AND LOCAL PLANNING, AND THE AVAILABILITY OF SECONDARY EDUCATION IN LOCAL COMMUNITIES. THESE REPORTS WERE SUBMITTED TO THE ALASKA STATE-OPERATED SYSTEM BY THE ALEUT LEAGUE, THE BERING STRAITS NATIVE ASSOCIATION, THE BRISTOL BAY NATIVE ASSOCIATION, THE COPPER RIVER NATIVE ASSOCIATION, THE NORTHWEST ALASKA NATIVE ASSOCIATION, THE SOUTHWEST ALASKA NATIVE ASSOCIATION, AND THE TANANA CHIEF'S CONFERENCE. IN MANY CASES THE IDEAS OF THE PARENTS ARE PRESENTED IN THEIR OWN WORDS. A SUMMARY OF NEEDS AND OBJECTIVES IS PRESENTED IN EACH REPORT. (PS)

ACCESSION NUMBER: ED089927

PUBLICATION DATE: 4 APR 74

TITLE: INDIAN EDUCATION IN PUBLIC SCHOOLS: CONFUSED RESPONSIBILITIES -- PREDICTABLE RESULTS.

PERSONAL AUTHOR: JONES, MYRON

DESCRIPTOR: ADMINISTRATIVE CHANGE; *AMERICAN INDIANS; AREA STUDIES; *EDUCATIONAL CHANGE; *EDUCATIONAL RESPONSIBILITY; EQUAL PROTECTION; *FEDERAL PROGRAMS; FINANCIAL SUPPORT; LAWS; LEGAL RESPONSIBILITY; NEEDS; ORGANIZATIONS (GROUPS); *PUBLIC SCHOOLS; STATE FEDERAL SUPPORT; STATISTICAL DATA; TREATIES; TRIBES; TUITION

IDENTIFIER: BIA; BUREAU OF INDIAN AFFAIRS; JOHNSON O MALLEY; JOM

DESCRIPTIVE NOTE: 77P.; PAGES 1-16 APPENDIX F OF THE ORIGINAL DOCUMENT ARE COPYRIGHTED AND THEREFORE NOT AVAILABLE-THEY ARE NOT INCLUDED IN THE PAGINATION

DISCUSSING INDIAN EDUCATION IN PUBLIC SCHOOLS, THE PAPER EXPLAINS THAT THE NEW JOHNSON O'MALLEY (JOM) REGULATIONS WILL BE ONE OF THE FIRST MAJOR TESTS OF THE NEW BUREAU OF INDIAN AFFAIRS (BIA) ADMINISTRATION'S RESOLVE TO PUT THE INTERESTS OF THE AMERICAN INDIAN PEOPLE FIRST. THE FIRST SECTION PRESENTS DISCUSSIONS ON: TUITION PAYMENTS AND JOM; JOM AND PUBLIC LAW 874; TITLE I AND THE INDIAN EDUCATION ACT. SECTION 2 COVERS 2 ISSUES THAT ARE THE MOST HIGHLY SUPPORTED AND LEAST CONTROVERSIAL IN THE INDIAN COMMUNITY: TREATY RIGHTS AND FEDERAL TRUST RESPONSIBILITY, EMPHASIZING WHO IS RESPONSIBLE FOR FEDERALLY CONNECTED INDIANS IN PUBLIC SCHOOLS. THE APPENDICES, WHICH COMPRISE THE MAJORITY OF THE REPORT, COVER: (1) ARIZONA JOM PROGRAM FY 70-71; (2) A DISCUSSION PAPER ON JOM IN RELATION TO PL 92-318; (3) JOM FUNDING OUTSIDE OF SCHOOLS; (4) INDIAN EDUCATION ACT, 1973-74 SCHOOL YEAR, GALLUP-MCKINLEY COUNTY PUBLIC SCHOOLS (NEW MEXICO); (5) JOM COMPARISON OF STATE FUNDING; (6) EXPECTED DISTRIBUTION OF JOM FUNDS; (7) TITLE IV, PART A -- EDUCATION COMMITTEES; (8) AN OVERALL SUMMARY OF THE ARIZONA, UTAH, AND OREGON JOM PROGRAMS; (9) PROPOSED JOM REGULATIONS; AND (10) A BRIEF CONCLUSION SIGNED BY VARIOUS INDIAN TRIBES AND ORGANIZATIONS. (KM)

ACCESSION NUMBER: ED090111

PUBLICATION DATE: 72

TITLE: A GUIDE TO MATERIALS FOR ETHNIC STUDIES. REVISED.

PERSONAL AUTHOR: ONOUYE, WENDY

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AFRICAN LITERATURE; *AMERICAN CULTURE; AMERICAN INDIANS; ASIAN STUDIES; *BIBLIOGRAPHIES; CHINESE AMERICANS; *CULTURAL EDUCATION; ESKIMOS; *ETHNIC STUDIES; FILIPINO AMERICANS; HIGHER EDUCATION; JAPANESE AMERICANS; LIBRARY COLLECTIONS; MEXICAN AMERICAN HISTORY; MEXICAN AMERICANS; *MINORITY GROUPS; SPANISH AMERICAN LITERATURE

DESCRIPTIVE NOTE: 178P.

THE GUIDE, A REVISION OF THE ONE ISSUED IN WINTER 1971, LISTS ETHNIC STUDIES MATERIALS IN THE LEARNING RESOURCES CENTER OF SHORELINE COMMUNITY COLLEGE, SEATTLE, WASHINGTON. THE BIBLIOGRAPHY WAS COMPILED TO HELP STUDENTS LOCATE ETHNIC MATERIALS, AND AS A TOOL TO HELP THE LIBRARY ASSESS ITS COLLECTION. MOST MATERIALS CITED WERE PUBLISHED IN THE 60'S AND 70'S. THE BIBLIOGRAPHY IS ARRANGED ALPHABETICALLY BY SUBJECT IN THE FOLLOWING ETHNIC GROUPS: AFRO-AMERICANS; ASIAN-AMERICANS; MEXICAN-AMERICANS; AND NATIVE-AMERICANS. THE AFRO-AMERICAN MATERIALS COMPRISE ABOUT ONE-HALF OF THE GUIDE. WITHIN EACH ETHNIC GROUP THE LISTING IS BY TYPE OF MATERIAL AND INCLUDES REFERENCE MATERIALS, BOOKS AND MICROFORMS, PERIODICALS AND NEWSPAPERS, AND MEDIA MATERIALS. WORKS ON AFRICA AND MEXICO ARE LISTED SEPARATELY. A SECTION ON GENERAL WORKS WHICH PERTAIN TO ALL ETHNIC GROUPS AND RACE RELATIONS IS ALSO PROVIDED. INFORMATION FOR EACH ITEM CITED CONSISTS OF AUTHOR, PUBLISHING COMPANY, DATE AND DEWEY DECIMAL CLASSIFICATION NUMBER. (RM)

ACCESSION NUMBER: ED090146

PUBLICATION DATE: APR 74

TITLE: A BRIEF BIBLIOGRAPHY ON TEACHER EDUCATION AND AMERICAN INDIANS.

PERSONAL AUTHOR: MATHIESON, MOIRA B.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *CULTURAL PLURALISM; MINORITY GROUPS; *MINORITY GROUP TEACHERS; *TEACHER EDUCATION

DESCRIPTIVE NOTE: 23P.

THIS BIBLIOGRAPHY CONSISTS OF 30 CITATIONS OF DOCUMENTS REPORTED IN "RESEARCH IN EDUCATION," ALL OF WHICH DEAL WITH TEACHER EDUCATION ASPECTS OF AMERICAN INDIAN EDUCATION. EACH ENTRY INCLUDES INFORMATION ON THE AUTHOR, TITLE, PUBLISHER, DATE OF PUBLICATION, NUMBER OF PAGES, AVAILABILITY FROM THE ERIC DOCUMENT REPRODUCTION SERVICE OR THE PUBLISHER, AND AN ABSTRACT. (AUTHOR)

260

ACCESSION NUMBER: ED090154

PUBLICATION DATE: 74

TITLE: CREATIVITY AND THE CULTURALLY DIFFERENT.

PERSONAL AUTHOR: LINDBERG, DORMALEE H.

DESCRIPTOR: AMERICAN INDIANS; CREATIVE ACTIVITIES; *CREATIVITY; *CULTURAL DIFFERENCES; *CULTURALLY DISADVANTAGED; *DISADVANTAGED GROUPS; *INDIVIDUAL DIFFERENCES; NEGROES; SPANISH SPEAKING

DESCRIPTIVE NOTE: 5P.

THIS DOCUMENT DEALS WITH NURTURING CREATIVITY IN THE CULTURALLY DIFFERENT. IT BEGINS BY POINTING OUT THAT EVERY PERSON HAS A UNIQUE SET OF EXPERIENCES AND COULD THEREFORE BE CONSIDERED "CULTURALLY DIFFERENT". THE SAME METHODS ARE USED TO ENCOURAGE CREATIVITY IN THOSE COMMONLY LABELLED "CULTURALLY DIFFERENT" AS ARE USED WITH ANY INDIVIDUAL. IF ACTIVITIES ARE TO CATCH THE INTEREST AND IMAGINATIONS OF A DIVERGENT GROUP OF YOUNG PEOPLE, THEY MUST BOTH APPEAR RELEVANT TO THE STUDENTS AND GET THE STUDENTS INVOLVED IN THE LEARNING PROCESS. SOME ACTIVITIES THAT ACCOMPLISH THESE THINGS ARE SUGGESTED. THEY INCLUDE THE USE OF MUSIC, ART, POETRY, TEACHER- AND STUDENT-MADE MATERIALS, PUZZLES, COOKING, AND FIELD TRIPS. A GAME TO GET PEOPLE THINKING ABOUT DIFFERENCES AND LIKENESSES BETWEEN PEOPLE IS ALSO DESCRIBED. (DDO)

ACCESSION NUMBER: ED090587

PUBLICATION DATE: APR 74

TITLE: THE AMERICAN INDIAN: A FRESHMAN INVESTIGATIVE SEMINAR.

PERSONAL AUTHOR: FULLMAN, CHRISTOPHER E.

DESCRIPTOR: AMERICAN INDIANS; *COLLEGE FRESHMEN; *COMPOSITION (LITERARY); INFORMATION RETRIEVAL; *RESEARCH; RESEARCH UTILIZATION; *SEMINARS

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE COLLEGE ENGLISH ASSOCIATION (PHILADELPHIA, PENNSYLVANIA, APRIL 1974)

AS A RECENT CURRICULUM INNOVATION REPLACING FRESHMAN ENGLISH, THE FRESHMAN INVESTIGATIVE SEMINAR CONSISTS OF 12 OR 13 STUDENTS MEETING FOR ONE SEMESTER OF FIVE WEEKLY CLASS HOURS, DIRECTED BY FACULTY FROM DIFFERENT DISCIPLINES. ITS OBJECTIVES ARE TO LEAD THE STUDENT TO LEARN HOW TO GATHER INFORMATION FROM VARIOUS SOURCES, HOW TO KEEP ACCURATE RECORDS OF RESEARCH AND READING, AND HOW TO WRITE A CLEAR REPORT ON A SPECIFIC TOPIC CHOSEN FROM RESEARCH FINDINGS. THIS COURSE FIRST DEVELOPED FROM DISSATISFACTION WITH THE TRADITIONAL FRESHMAN ENGLISH COURSE AND FOCUSED ON THE SUBJECT OF THE AMERICAN INDIAN. FOLLOWING THIS GENERAL THEME THROUGHOUT THE COURSE, STUDENTS ULTIMATELY GAINED GREATER APPRECIATION OF AND INSIGHT INTO BOTH THE COMPLEX CULTURE OF THE AMERICAN INDIAN AND THE MORAL ISSUES INVOLVED IN CONFRONTATIONS BETWEEN INDIANS AND THE WHITE SOCIETY. (JM)

ACCESSION NUMBER: ED091073

PUBLICATION DATE: 30 SEP 72

TITLE: PROGRAMS OF MODEL DAY CARE CHILD DEVELOPMENT CENTERS FOR MEXICAN AMERICANS, NATIVE AMERICANS, AND PUERTO RICANS.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *BICULTURALISM; *BILINGUAL EDUCATION; CULTURAL FACTORS; CULTURE CONFLICT; *DAY CARE SERVICES; EARLY CHILDHOOD EDUCATION; FAMILY ENVIRONMENT; LATIN AMERICAN CULTURE; MEXICAN AMERICANS; *PROGRAM IMPROVEMENT; *SCHOOL COMMUNITY RELATIONSHIP

DESCRIPTIVE NOTE: 292P.; PAGES 135-164 HAVE BEEN FILMED FROM BEST AVAILABLE COPY

THIS EXPLORATORY STUDY IS THE RESULT OF A JOINT EFFORT OF THREE BILINGUAL COMMUNITIES IN THE UNITED STATES (NATIVE AMERICANS, CHICANOS, AND PUERTO RICANS), TO IDENTIFY FACTORS CONTRIBUTING TO THE EFFECTIVENESS OF DAY CARE CHILD DEVELOPMENT PROGRAMS AND TO DELINEATE THE NEEDS OF THOSE SERVING BILINGUAL BICULTURAL CHILDREN. THE REPORT IS DIVIDED INTO THREE SECTIONS WHICH SEPARATELY ANALYZE SELECTED BILINGUAL BICULTURAL, DAY CARE PROGRAMS. GENERAL RECOMMENDATIONS ARE TO: (1) BUILD ON THE STRENGTHS OF THE FAMILY CULTURAL LIFE STYLES, (2) MAINTAIN THE HOME LANGUAGE AND CULTURE, (3) CENTER DECISION-MAKING RESPONSIBILITY IN THE PARENTS OF THE CHILDREN IN THE PROGRAM, (4) DEVELOP STAFFING PATTERNS WHICH REFLECT THE ENROLLMENT OF THE CHILDREN ON A PARITY BASIS, AND (5) REJECT CURRICULUM MODELS WHICH ATTEMPT ASSIMILATION THROUGH INTEGRATION THEORIES. BASICALLY, THIS REPORT CALLS FOR THE UTILIZATION OF THE RICH CULTURE AND LANGUAGE OF THE HOME ENVIRONMENT IN ANY BILINGUAL, BICULTURAL, EARLY CHILDHOOD EDUCATION PROGRAM. (CS)

ACCESSION NUMBER: ED091100

PUBLICATION DATE: 14 FEB 74

TITLE: INDEX TO THE "JOURNAL OF AMERICAN INDIAN EDUCATION", VOL. 1, NO. 1, 1961 - VOL. 13, NO. 2, 1974.

PERSONAL AUTHOR: GILL, GEORGE A., ED.

DESCRIPTOR: ABSTRACTS; *AMERICAN INDIANS; BILINGUAL EDUCATION; COMMUNITY ROLE; CULTURAL BACKGROUND; DISADVANTAGED GROUPS; *EDUCATIONAL RESEARCH; ESKIMOS; HISTORY; *INDEXES (LOCATERS); LEADERSHIP; NEEDS; NONRESERVATION AMERICAN INDIANS; *PERIODICALS; PROBLEMS; RESERVATIONS (INDIAN); TRIBES

IDENTIFIER: *JOURNAL OF AMERICAN INDIAN EDUCATION

DESCRIPTIVE NOTE: 31P.; FOR RELATED DOCUMENT, SEE ED032968

ARTICLES THAT APPEAR IN THE "JOURNAL OF AMERICAN INDIAN EDUCATION", VOL. 1, NO. 1 (JUNE 1961) THROUGH VOL. 13, NO. 2 (JANUARY 1974), INCLUSIVE, ARE ANNOTATED IN THIS INDEX. EACH OF THE APPROXIMATELY 190 CITATIONS GIVES: (1) TITLE OF ARTICLE/MANUSCRIPT, (2) AUTHOR(S), (3) VOLUME, NUMBER, PAGES, AND DATE, AND (4) SUBJECT ANNOTATION. ALTHOUGH MOST OF THE ARTICLES FOCUS ON EDUCATION, SUCH SUBJECTS AS CULTURAL BACKGROUND, DISCRIMINATION, NEEDS, VALUES, AND ART ARE PRESENTED FOR AMERICAN INDIAN TRIBES AND ESKIMOS. (KM)

AVAILABILITY: CENTER FOR INDIAN EDUCATION, FARMER COLLEGE OF EDUCATION BLDG., ROOM 417, ARIZONA STATE UNIV., TEMPE, AZ 85281 ($1.50)

ACCESSION NUMBER: ED091101

PUBLICATION DATE: 73

TITLE: A FILMOGRAPHY FOR AMERICAN INDIAN EDUCATION.

PERSONAL AUTHOR: WILLIAMS, CARROLL WARNER; BIRD, GLORIA

DESCRIPTOR: *AMERICAN INDIANS; AMERICAN STUDIES; AUDIOVISUAL AIDS; AUDIOVISUAL COMMUNICATION; *CATALOGS; CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT; *EDUCATIONAL RESOURCES; ESKIMOS; FEDERAL PROGRAMS; FILM LIBRARIES; *FILMS; HISTORY; INSTRUCTIONAL MATERIALS; MEDIA SELECTION; *RESOURCE GUIDES; SOUND FILMS

DESCRIPTIVE NOTE: 201P.

THE FILMOGRAPHY ON AMERICAN INDIAN EDUCATION LISTS EXISTING FILMS IN CURRENT DISTRIBUTION. THE INTRODUCTION EXPLAINS THE PURPOSE OF THE GUIDE, THE PROCEDURE USED TO COMPILE IT, SAMPLES OF QUESTIONNAIRES USED, FILMS AS AUDIOVISUAL CLASSROOM AIDS, THE CLASSIFICATION OF FILMS FOR CLASSROOM USE, THE RELATION OF FILM USE TO INDIVIDUAL CURRICULA, SOME POINTS THAT MIGHT BE USEFUL, THE NECESSITY FOR FEEDBACK ON THE VALUE OF THE FILMS AND ADDITIONAL MATERIAL THAT MIGHT BE INCLUDED IN THE GUIDE. THE DOCUMENT GIVES APPROXIMATELY 550 ALPHABETICAL LISTINGS OF FILMS ON AMERICAN INDIANS IN THE WESTERN HEMISPHERE. THERE ARE ALSO 24 ENTRIES THAT WERE TOO LATE FOR CATALOGING AND 10 BUREAU OF INDIAN AFFAIRS FILMS. EACH ENTRY GIVES THE TITLE OF THE FILM, AN ABSTRACT, DISTRIBUTOR (BY ACRONYM), COST, TIME, COLOR OR BLACK AND WHITE, SOUND, AND FILM SIZE. MOST FILMS ARE 16 MM. ADDITIONALLY, DISTRIBUTORS, THEIR ADDRESSES, AND ACRONYMS ARE LISTED, ALONG WITH A TITLE INDEX. (KM)

AVAILABILITY: ZIA CINE, INC., P.O. BOX 493, SANTA FE, NM 87501 ($5.00)

ACCESSION NUMBER: ED091102

PUBLICATION DATE: MAR 74

TITLE: FIRST ANNUAL REPORT TO THE CONGRESS OF THE UNITED STATES FROM THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION, PART 1 OF 2 PARTS.

DESCRIPTOR: *ADVISORY COMMITTEES; AGENCIES; *AMERICAN INDIANS; ANNUAL REPORTS; BUDGETS; *EDUCATIONAL ASSESSMENT; *EDUCATIONAL NEEDS; FEDERAL STATE RELATIONSHIP; *GOVERNMENT ROLE; HISTORY; INDIVIDUAL POWER; LANGUAGE DEVELOPMENT; PERSONNEL SELECTION; POLICY FORMATION

IDENTIFIER: NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

DESCRIPTIVE NOTE: 59P.

THE "FIRST ANNUAL REPORT BY THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION (NACIE) TO THE UNITED STATES CONGRESS" IS PRESENTED IN TWO PARTS. RECOMMENDATIONS IN PART 1 COVER: (1) SELF DETERMINATION AND MANAGEMENT KNOW-HOW; (2) A MASTER PLAN FOR INDIAN EDUCATION PERSONNEL; (3) LANGUAGE DEPRIVED INDIAN CHILDREN--A SOLUTION; (4) THE REVITALIZATION OF INDIAN AFFAIRS AGENCIES; (5) TITLE IV. THE INDIAN EDUCATION ACT--AN HISTORIC BREAK-THROUGH; AND (6) A BICENTENNIAL EDUCATION GOAL FOR NATIVE AMERICANS. PART 1 ALSO INCLUDES KEY ADMINISTRATION INDIAN POLICY STATEMENTS BY PRESIDENT NIXON AND CASPAR W. WEINBERGER, SECRETARY OF HEALTH, EDUCATION, AND WELFARE; A SPECIAL REPORT ON "WHO ARE AMERICAN INDIANS?"; AND THE 1975 NACIE BUDGET. (NQ)

ACCESSION NUMBER: ED091103

PUBLICATION DATE: MAR 74

TITLE: FIRST ANNUAL REPORT TO THE CONGRESS OF THE UNITED STATES FROM THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION, PART 2 OF 2 PARTS.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ADMINISTRATION; *AMERICAN INDIANS; AVERAGE DAILY ATTENDANCE; BOARDING SCHOOLS; BUDGETS; *EDUCATIONAL ACCOUNTABILITY; *EDUCATIONAL ASSESSMENT; ESKIMOS; FEDERAL LEGISLATION; HISTORY; *NONRESERVATION AMERICAN INDIANS; *ORGANIZATION; PARENT PARTICIPATION; PERSONNEL; STATISTICAL DATA; STUDENT ENROLLMENT; TRIBES

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS; NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

DESCRIPTIVE NOTE: 516P.; FOR RELATED DOCUMENTS, SEE ED091104 -- ED091106

PART 2 OF THE "FIRST ANNUAL REPORT OF THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION (NACIE) TO THE UNITED STATES CONGRESS PRESENTS THE COUNCIL'S ADVICE, OPINIONS, AND COMMENTS ON THE RECOMMENDATIONS OF TWO RECENT AND BOLD FEDERAL REPORTS ON INDIAN EDUCATION--"TINDIAN EDUCATION: A NATIONAL TRAGEDY--A NATIONAL CHALLENGE" AND "BETWEEN TWO MILESTONES." THE COMPLETE TEXT OF BOTH REPORTS IS GIVEN. THE RECOMMENDATIONS, INDEXED BY SUBJECT, PERTAIN TO: SELF-DETERMINATION, INDIAN POLICIES AND GOALS, LEGISLATION, FEDERAL FUNDING, THE INDIAN EDUCATIONAL SYSTEM, JOHNSON-O'MALLEY PROGRAMS, INDIAN CULTURE, LOCAL CONTROL AND ACCOUNTABILITY, CIVIL RIGHTS, HEALTH, AND INFORMATION DISSEMINATION. PART 2 ALSO CONTAINS: (1) A STATISTICAL PROFILE OF THE INDIAN: THE LACK OF NUMBERS; (2) TITLE IV--THE INDIAN EDUCATION ACT OF 1972; (3) OPPORTUNITY TO IMPROVE INDIAN EDUCATION IN SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS--DEPARTMENT OF THE INTERIOR; (4) A NEW ERA FOR THE AMERICAN INDIANS; (5) SECRETARY OF THE INTERIOR MORTON REPORTS ON INDIAN MATTERS; (6) TRIBAL UNITY FOR SELF-DETERMINATION; AND (7) TITLE IV PROGRAMS: CASE HISTORIES AND REPORTS. (NQ)

ACCESSION NUMBER: ED091104

PUBLICATION DATE: 30 NOV 72

TITLE: BETWEEN TWO MILESTONES: THE FIRST REPORT TO THE PRESIDENT OF THE UNITED STATES BY THE SPECIAL EDUCATION SUBCOMMITTEE OF THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY.

PERSONAL AUTHOR: ANTELL, WILL; AND OTHERS

DESCRIPTOR: ADULT EDUCATION; *ADVISORY COMMITTEES; *AMERICAN INDIANS; BOARDING SCHOOLS; CIVIL RIGHTS; CULTURAL PLURALISM; ECONOMIC DEVELOPMENT; *EDUCATIONAL ASSESSMENT; *FEDERAL LEGISLATION; FINANCIAL SUPPORT; HIGHER EDUCATION; HISTORY; MIGRATION; NONRESERVATION AMERICAN INDIANS; PROGRAM EFFECTIVENESS; *SPECIAL EDUCATION

IDENTIFIER: NATIONAL COUNCIL ON INDIAN OPPORTUNITY; SPECIAL EDUCATION SUBCOMMITTEE

DESCRIPTIVE NOTE: 102P.;

THE "FIRST REPORT TO THE UNITED STATES PRESIDENT BY THE SPECIAL EDUCATION SUBCOMMITTEE OF THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY IS PRESENTED. THE SUBCOMMITTEE, ESTABLISHED TO IMPLEMENT THE POLICY OF SELF-DETERMINATION WITHOUT TERMINATION IN THE EDUCATIONAL SECTOR OF AMERICAN AND ALASKAN NATIVE AFFAIRS, WAS INITIATED BY THE JULY 8, 1970 PRESIDENTIAL POLICY MESSAGE. ITS PURPOSE IS TO PROVIDE TECHNICAL ASSISTANCE TO NATIVE COMMUNITIES TO ESTABLISH LOCAL BOARDS OF EDUCATION AND TO REPORT THE STATUS AND MONITOR CHANGE IN EDUCATION THROUGH NATIONAL REVIEW AND ANNUAL ASSESSMENTS. THE 9-MEMBER SUBCOMMITTEE CONDUCTED REGIONAL HEARINGS IN THE 48 STATES AND ALASKA. AMONG ITS FINDINGS WERE THAT: (1) THE FEDERAL GOVERNMENT FAILED TO IMPLEMENT ITS PROPOSED POLICY OF PLACING FEDERAL ELEMENTARY AND SECONDARY DAY AND BOARDING SCHOOLS ON OR OFF RESERVATIONS UNDER CONTROL SCHOOL BOARDS; (2) THE SMALL PROPORTIONS OF JOHNSON-O'MALLEY FUNDS CONTRACTED DIRECTLY TO TRIBES INDICATED HESITANCY OR ACTUAL FAILURE IN POLICY IMPLEMENTATION; (3) THE SUBCOMMITTEE WAS REDUCED TO A TOKEN INDIAN GROUP BY WITHHOLDING OFFICIAL AND FINANCIAL SUPPORT; AND (4) TWO POINTS OF VIEW (ONE OF HESITANCY AND FEAR AND ONE OF RECEPTIVITY AND ENTHUSIASM) EXISTED AMONG NATIVE PEOPLE TOWARD LOCAL CONTROL OF EDUCATION. THE ACTIVITIES AND DELIBERATIONS RESULTING IN THE MAJOR FINDINGS AND RECOMMENDATIONS ARE PRESENTED. THE APPENDIX CONSISTS OF BRIEF BIOGRAPHICAL SKETCHES OF SUBCOMMITTEE MEMBERS AND A CALENDAR OF ACTIVITIES. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED091103

ACCESSION NUMBER: ED091105

PUBLICATION DATE: 69

TITLE: A STATISTICAL PROFILE OF THE INDIAN: THE LACK OF NUMBERS.

PERSONAL AUTHOR: LANGONE, STEPHEN A.

DESCRIPTOR: *AMERICAN INDIANS; ECONOMIC STATUS; EDUCATION; EMPLOYMENT; *EXPENDITURES; FEDERAL PROGRAMS; HEALTH; HISTORY; *INFORMATION NEEDS; *INFORMATION SOURCES; LEGISLATION; PROGRAM DEVELOPMENT; *STATISTICS; TREATIES; TRIBES

DESCRIPTIVE NOTE: 18P.;

EFFICIENT PLANNING AND EXECUTION OF DEVELOPMENT PROGRAMS MUST BE BASED ON ACCURATE INFORMATION CONCERNING CURRENT ECONOMIC AND SOCIAL CONDITIONS AND CHANGES IN THESE OVER TIME. THIS PAPER POINTS OUT THE ABSENCE OF ADEQUATE STATISTICAL INFORMATION ON THE AMERICAN INDIAN AND THE NEED FOR SUCH INFORMATION BY THE FEDERAL GOVERNMENT, THE VARIOUS STATES, THE TRIBES THEMSELVES, AND THE PRIVATE ORGANIZATIONS ACTIVE IN THE FIELD. INFORMATION COMPILED FOR RESERVATIONS WAS MORE ADEQUATE A HUNDRED YEARS AGO THAN IT IS NOW, DESPITE THE FACT THAT OVER THIS PERIOD FEDERAL EXPENDITURES FOR INDIAN PROGRAMS HAVE RISEN FROM $7 MILLION TO PERHAPS $500 MILLION, AND THE NUMBER OF INDIANS UNDER FEDERAL JURISDICTION HAS RISEN FROM 290,000 TO NEARLY 400,000. AFTER DESCRIBING AND ANALYZING THIS CURRENT LACK OF INFORMATION, THE PAPER PRESENTS A DETAILED OUTLINE FOR AN INFORMATIONAL HANDBOOK ON AMERICAN INDIANS WHICH WILL PROVIDE THE ECONOMIC AND SOCIAL DATA WHICH ARE ESSENTIAL TO ANY RATIONAL DEVELOPMENT PROGRAM. (AUTHOR/NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 091103

ACCESSION NUMBER: ED091106

PUBLICATION DATE: 8 JUL 70

TITLE: PRESIDENT NIXON SETS NEW INDIAN POLICIES AND GOALS: A NEW ERA FOR THE AMERICAN INDIANS; THE AMERICAN INDIAN.

PERSONAL AUTHOR: NIXON, RICHARD M.

DESCRIPTOR: *AMERICAN INDIANS; BOOKLISTS; ECONOMIC DEVELOPMENT; *GOVERNMENT ROLE; HEALTH; HISTORY; LEADERSHIP; LEGISLATION; LOCAL GOVERNMENT; NONRESERVATION AMERICAN INDIANS, OBJECTIVES; *POLICY FORMATION; POLITICS; *PRESIDENTS; SCHOOL DISTRICT AUTONOMY; *SPEECHES; TRIBES

DESCRIPTIVE NOTE: 12P.;

THE JULY 8, 1970 PRESIDENT'S MESSAGE TO THE UNITED STATES CONGRESS ON THE AMERICAN INDIANS IS PRESENTED IN THIS PAPER. THE SPEECH COVERED SELF-DETERMINATION WITHOUT TERMINATION, THE REPEAL OF THE TERMINATION LAW, INDIAN DIRECTED PROGRAMS, THE RESTORATION OF BLUE LAKE TO TAOS PUEBLO, LOCAL SCHOOL CONTROL, ECONOMIC DEVELOPMENT LEGISLATION, INDIAN HEALTH, URBAN INDIANS, INDIAN TRUST COUNSEL AUTHORITY, CONTINUING PROGRAMS, AND THE ESTABLISHMENT OF A NEW POSITION IN THE DEPARTMENT OF INTERIOR--ASSISTANT SECRETARY FOR INDIAN AND TERRITORIAL AFFAIRS. ALSO, ON MARCH 1, 1973, THE PRESIDENT RECOMMENDED: (1) CONGRESS ENACT THE NECESSARY LEGISLATION TO FACILITATE TRIBAL TAKEOVER OF RESPONSIBILITY FOR BUREAU OF INDIAN AFFAIRS PROGRAMS; (2) THAT MORE DECISION-MAKING POWER BE PLACED IN THE HANDS OF STATE AND LOCAL GOVERNMENTS; (3) THE 1953 TERMINATION RESOLUTION BE REPEALED; (4) NEW LEGISLATION TO FOSTER LOCAL INDIAN SELF-DETERMINATION BY DEVELOPING AN INTERIOR DEPARTMENT PROGRAM OF BLOC GRANTS TO FEDERALLY RECOGNIZED TRIBES AS A REPLACEMENT FOR A NUMBER OF EXISTING ECONOMIC AND RESOURCE DEVELOPMENT PROGRAMS; (5) AN INDIAN TRUST COUNSEL AUTHORITY; AND (6) THE CREATION OF A NEW ASSISTANT SECRETARY POSITION. BOOKS GIVING BACKGROUND IN INDIAN AFFAIRS ARE LISTED. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE ED 091103

ACCESSION NUMBER: ED091111

PUBLICATION DATE: AUG 73

TITLE: NATIVE AMERICAN PROFESSIONAL RESOURCE DIRECTORY.

PERSONAL AUTHOR: HONAHNI, DANIEL

DESCRIPTOR: *ACADEMIC RANK (PROFESSIONAL); *AMERICAN INDIANS; *DIRECTORIES; *EDUCATIONAL BACKGROUND; ESKIMOS; HIGHER EDUCATION; PROFESSIONAL OCCUPATIONS; RESOURCE UNITS; STUDENTS; *TRIBES

DESCRIPTIVE NOTE: 200P.

THE "NATIVE AMERICAN PROFESSIONAL RESOURCE DIRECTORY" CONTAINS 1,076 INDIAN INDIVIDUALS REPRESENTING VARIOUS TRIBES AND ACADEMIC DEGREE BACKGROUNDS. THE DIRECTORY IS DIVIDED INTO THREE MAJOR CATEGORIES: (1) ACADEMIC DEGREE INDEX, (2) INDIVIDUAL INFORMATION INDEX, AND (3) TRIBAL INDEX. CRITERIA FOR SELECTION ARE: (1) NATIVE AMERICANS OF INDIAN OR ESKIMO BLOOD; (2) NATIVE AMERICANS WHO ARE PURSUING DEGREES IN HIGHER EDUCATIONAL FIELDS AND ARE IN THEIR FINAL YEAR OF STUDIES; AND (4) NATIVE AMERICANS OF UNITED STATES CITIZENSHIP. THIS DIRECTORY WILL BE UPDATED IN APPROXIMATELY SIX MONTHS. (NQ)

AVAILABILITY: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., 2017 YALE, SE, ALBUQUERQUE, NM 87106 ($4.00)

NOT AVAILABLE EDRS

ACCESSION NUMBER: ED091112

PUBLICATION DATE: JAN 74

TITLE: ESKIMO AND AMERICAN INDIAN STUDIES CURRICULUM DEVELOPMENT REGARDING AMERICAN NATIVE ORAL TRADITION: LEGAL SAFEGUARDS AND PUBLIC DOMAIN--A DISCUSSION.

PERSONAL AUTHOR: BLAND, LAUREL L.

DESCRIPTOR: ADMINISTRATIVE POLICY; *AMERICAN INDIANS; COURT LITIGATION; *CULTURAL BACKGROUND; DEFINITIONS; ESKIMOS; ETHNOLOGY; LEGAL RESPONSIBILITY; *LITERATURE; ORAL EXPRESSION; PROBLEM SOLVING; RESOURCE MATERIALS; *RESPONSIBILITY; *TRIBES

DESCRIPTIVE NOTE: 56P.

THE UNITED STATES ATTORNEY GENERAL RULED IN 1968 THAT ALL U.S. CITIZENS 1/4 OR MORE GENETIC DESCENT OF THE ABORIGINAL PEOPLE OF NORTH AMERICA ARE, FOR ADMINISTRATIVE PURPOSES, TITLED AMERICAN INDIANS EVEN THOUGH THEY MAY BE KNOWN AS ESKIMOS OR ALEUTS. THE U.S. RECOGNIZES TRIBAL GROUPS AS SOVEREIGN BODIES AND CONDUCTS BUSINESS AND CIVIL AFFAIRS WITH THEM ACCORDINGLY. THIS PAPER EXAMINES AN AREA IN U.S. LAW (CODES) THAT IS EITHER UNCLEAR OR ENTIRELY LACKING IN TREATING A MATTER OF TRIBAL RIGHT TO OWNERSHIP OR CONTROL OF THE ACCUMULATED LITERARY AND INTELLECTUAL HERITAGE OF A TRIBE AND ITS RIGHT TO PROTECT ITS MEMBERS FROM EXPLOITATION REGARDING THEIR PERSONAL KNOWLEDGE OF TRIBAL CULTURAL HERITAGE. THE TOPIC IS DISCUSSED IN LIGHT OF EXISTING LAW AND CUSTOM AND SEVERAL APPROACHES TO SOLVING THE PROBLEM OR CLARIFYING THE SITUATION ARE DESCRIBED. IN LIGHT OF THE DISCUSSION, IT IS CONCLUDED THAT MORALLY AND ETHICALLY ELEMENTS OF CULTURAL HERITAGE OF THE AMERICAN INDIANS, ALEUTS, AND ESKIMOS THAT LEND THEMSELVES TO ETHNOGRAPHIC RESEARCH METHODS AND ELECTRONIC OR PHOTOGRAPHIC RECORDING ARE BY VIRTUE OF "A PRIORI" RIGHT AND POSSESSION THE INTELLECTUALLY CREATED PROPERTY OF THE TRIBES AND THEIR MEMBERS. (AUTHOR/NQ)

ACCESSION NUMBER: ED091113

PUBLICATION DATE: APR 73

TITLE: HEALTH OF THE AMERICAN INDIAN. REPORT OF A REGIONAL TASK FORCE.

PERSONAL AUTHOR: MICHAL, MARY L.; AND OTHERS

DESCRIPTOR: COMMUNICATION PROBLEMS; DEATH; DENTAL HEALTH; DISEASES; *ECONOMICALLY DISADVANTAGED; FAMILY PLANNING; *HEALTH CONDITIONS; *HEALTH SERVICES; INFANT MORTALITY; *NONRESERVATION AMERICAN INDIANS; NUTRITION; *RESERVATIONS (INDIAN); SANITATION IMPROVEMENT; SUICIDE

DESCRIPTIVE NOTE: 34P.; A SECTION REPRODUCED FROM MONOGRAPH NO. 2 OF THE REGION VIII DHEW TASK FORCE ON INDIANS

GOOD HEALTH IS THE RESULT OF SUCH FACTORS AS SANITATION, ADEQUATE HOUSING AND CLOTHING, NUTRITIONAL FOOD, AND A HEALTH DELIVERY SYSTEM WHICH PROTECTS AGAINST CONTAGIOUS DISEASES BY IMMUNIZATION, PROVIDES FOR EARLY DETECTION AND TREATMENT, PROVIDES HEALTH EDUCATION TO PROMOTE PRACTICES THAT WILL PREVENT DISEASES, AND GIVES SERVICES IN A CULTURALLY ACCEPTABLE WAY. THIS REPORT DISCUSSES AMERICAN INDIAN PROBLEMS IN SECURING ANY OF THESE HEALTH CONDITIONS. THESE PROBLEMS ARE CATEGORIZED INTO FOUR LEVELS: (1) THE DIFFERENCES IN THE KEY HEALTH INDEXES BETWEEN INDIANS AND NON-INDIANS AND UNIQUE HEALTH PROBLEMS WHICH SEEM TO AFFECT INDIANS MORE OFTEN OR SEVERELY THAN OTHER POPULATIONS; (2) SPECIFIC HEALTH NEEDS SUCH AS DENTAL CARE, FAMILY PLANNING, AND AN ADEQUATE DIET; (3) MAKING SERVICES ACCESSIBLE AND ACCEPTABLE BY REMOVING BARRIERS OF DISTANCE, CULTURE, AND POVERTY; AND (4) BASIC PROBLEMS OF SANITATION AND HOUSING. THE EXTENSIVE INTERACTION OF THE VARIOUS FACTORS IN EACH OF THESE LEVELS IS DISCUSSED FOR RESERVATION AND OFF-RESERVATION INDIANS. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 1722-00283, $0.65)

ACCESSION NUMBER: ED091116

PUBLICATION DATE: 72

TITLE: EVALUATION: OPEN CONCEPT SCHOOL FOR INDIAN EDUCATION, 1971-72.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COGNITIVE DEVELOPMENT; DISADVANTAGED GROUPS; ELEMENTARY SCHOOL STUDENTS; FEDERAL PROGRAMS; *OPEN EDUCATION; PERFORMANCE FACTORS; PRESCHOOL CHILDREN; *PROGRAM EVALUATION; PSYCHOMOTOR SKILLS; RURAL YOUTH; SCHOOL COMMUNITY RELATIONSHIP; SKILL DEVELOPMENT; SOCIOECONOMIC STATUS; *TABLES (DATA)

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; MICHIGAN; SAULT SAINT MARIE

DESCRIPTIVE NOTE: 70P.

THE MICHIGAN DEPARTMENT OF EDUCATION'S 1971-72 TITLE III EVALUATION REPORTS ON THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA), TITLE I, OPEN CONCEPT SCHOOL PROGRAM FOR INDIAN EDUCATION IN THE SAULT SAINTE MARIE AREA PUBLIC SCHOOLS. OF THE 185 STUDENTS IN THE SCHOOL, 100 WERE OF AMERICAN INDIAN ORIGIN; APPROXIMATELY 1/2 WERE ECONOMICALLY AND EDUCATIONALLY DEPRIVED; AND 14% WERE RURAL. THE PROGRAM INCLUDED STUDENTS FROM 3 1/2 YEARS OLD TO 6TH GRADE. THE MAJOR GOALS WERE: TO DEMONSTRATE THE FEASIBILITY OF AN OPEN CONCEPT NEIGHBORHOOD SCHOOL FOR THE EDUCATION OF INDIAN CHILDREN; TO CREATE CLOSER COMMUNITY-SCHOOL RELATIONSHIPS; TO IMPROVE THE PERFORMANCE OF STUDENTS IN COGNITIVE SKILLS; TO BROADEN STUDENT BEHAVIOR IN AFFECTIVE SKILL AREAS; AND TO INCREASE STUDENT MASTERY OF PSYCHOMOTOR SKILLS. PART I GIVES STATISTICAL DATA BY ESEA EVALUATION FORM; PART III, EVALUATION DATA, ALSO USES REPORTING FORMS. COPIES OF THE TEACHER PERFORMANCE RATING SCALES, THE TEACHER EVALUATION OF THE OPEN CONCEPT, AND A PARENT SURVEY REGARDING OPEN CONCEPT WERE ALSO INCLUDED. THE TECHNICAL SUPPLEMENT INCLUDES, BOTH IN NARRATIVE AND TABULAR FORM, THE RESEARCH DESIGN, INSTRUMENTATION, AND RESULTS OF TESTING WITH THE FOUR MAJOR INSTRUMENTS--THE TEST OF BASIC EXPERIENCES, THE STANFORD ACHIEVEMENT TEST, THE OTIS-LENNON TEST OF MENTAL ABILITY, AND THE PURDUE PSYCHO MOTOR SURVEY. (KM)

ACCESSION NUMBER: ED091117

PUBLICATION DATE: 17 AUG 73

TITLE: OPEN CONCEPT SCHOOL FOR INDIAN EDUCATION. END OF BUDGET PERIOD REPORT, 1972-73.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COGNITIVE DEVELOPMENT; DISADVANTAGED GROUPS; ELEMENTARY SCHOOL STUDENTS; FEDERAL PROGRAMS; INDIVIDUALIZED PROGRAMS; OBJECTIVES; *OPEN EDUCATION; PERFORMANCE FACTORS; PRESCHOOL CHILDREN; *PROGRAM EVALUATION; PSYCHOMOTOR SKILLS; SCHOOL COMMUNITY RELATIONSHIP; SKILL DEVELOPMENT; SOCIOECONOMIC STATUS; *TABLES (DATA)

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; MICHIGAN; SAULT SAINTE MARIE

DESCRIPTIVE NOTE: 72P.

THE MICHIGAN DEPARTMENT OF EDUCATION'S 1972-73 TITLE III EVALUATION REPORTS ON THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA), TITLE I OPEN CONCEPT SCHOOL PROGRAM FOR INDIAN EDUCATION IN THE SAULT SAINTE MARIE AREA PUBLIC SCHOOLS. OF THE 190 STUDENTS IN THE SCHOOL, 103 WERE OF AMERICAN INDIAN ORIGIN; 59% WERE FROM LOW SOCIOECONOMIC GROUPS. THE PROGRAM INCLUDED STUDENTS FROM 3 1/2 YEARS OF AGE TO 14 1/2 YEARS OF AGE. THE MAJOR GOALS WERE: TO DEMONSTRATE THE FEASIBILITY OF AN OPEN CONCEPT NEIGHBORHOOD SCHOOL FOR THE EDUCATION OF INDIAN CHILDREN; TO CREATE CLOSER COMMUNITY-SCHOOL RELATIONSHIPS; TO IMPROVE THE PERFORMANCE OF STUDENTS IN COGNITIVE SKILLS; TO BROADEN STUDENT BEHAVIOR IN AFFECTIVE SKILL AREAS; AND TO INCREASE STUDENT MASTERY OF PSYCHOMOTOR SKILLS. PARTS I AND III GIVE DATA BY ESEA EVALUATION FORM; THE MAJOR CONTENT OF THE REPORT IS CONTAINED IN THE INDEPENDENT EVALUATOR'S REPORT AND INTERIM REPORT. THIS INDEPENDENT REPORT FOCUSES ON THE COGNITIVE AND PSYCHOMOTOR DEVELOPMENT OF STUDENTS IN THE OPEN CONCEPT SCHOOL; ON THE PROGRAM'S ACCOMPLISHMENT OF ITS STATED OBJECTIVES; AND ON THE OPERATIONAL FEATURES OF THE PROGRAM AS PERCEIVED BY STAFF AND PARENTS. THE REPORT COVERS: OBSERVATIONS OF TEACHERS; EXPERIMENTAL, CONTROL SCHOOLS; ON-SITE OBSERVATIONS; PARENT AND STAFF QUESTIONNAIRES; STAFF INTERVIEWS; JUNIOR HIGH FOLLOW-UP; A REVIEW OF ACHIEVEMENT DATA; AND CONCLUSIONS AND RECOMMENDATIONS. MOST OF THE INFORMATION IS ALSO PRESENTED IN TABULAR FORM. (KM)

ACCESSION NUMBER: ED091118

PUBLICATION DATE: 19 APR 74

TITLE: EDUCATION POLICY AND ALASKAN NATIVES.

PERSONAL AUTHOR: LAWSON, ANDREW P.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY CONTROL; DEPENDENTS; *EDUCATIONAL RESPONSIBILITY; ESKIMOS; *FEDERAL STATE RELATIONSHIP; HISTORY; *LEGAL RESPONSIBILITY; LOCAL GOVERNMENT; POLICY FORMATION; PUBLIC SCHOOLS; RESERVATIONS (INDIAN); RURAL AREAS; TAX SUPPORT

IDENTIFIER: *ALASKA; BIA; BUREAU OF INDIAN AFFAIRS; JOHNSON O MALLEY PROGRAMS

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED TO THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (59TH, CHICAGO, ILLINOIS, APRIL 1974)

THE PAPER DEMONSTRATED THE NEED FOR AMERICAN INDIAN INVOLVEMENT IN THE EDUCATION POLICIES AFFECTING INDIAN CHILDREN IN ALASKA. IT ANALYZED THE METHOD THAT THE STATE OF ALASKA USED TO FUND SCHOOLS FOR NATIVE CHILDREN AND THE ADMINISTRATION OF THE JOHNSON-O'MALLEY (JOM) PROGRAM BY THE BUREAU OF INDIAN AFFAIRS (BIA). ALASKA IS IN A UNIQUE EDUCATIONAL SITUATION--OTHER STATES ARE HELD RESPONSIBLE FOR THE EDUCATION OF THEIR CITIZENS; IN ALASKA, HOWEVER, AS A HOLDOVER FROM TERRITORIAL STATUS, THE STATE INHERITED AND MAINTAINS A DUAL EDUCATIONAL SYSTEM. IT HAS ESTABLISHED A FEDERALLY FUNDED SCHOOL DISTRICT KNOWN AS THE STATE OPERATED SCHOOLS, WHICH ARE ATTENDED PRIMARILY BY NATIVE ALASKANS IN ISOLATED RURAL AREAS AND MILITARY DEPENDENTS. OF THE 18,000 STUDENTS IN THESE SCHOOLS, 8,000 ARE NATIVE ALASKANS. THE PAPER GIVES SOME STATE EDUCATION STATUTES THAT PLACE NATIVE CHILDREN IN THIS UNIQUE POSITION; A POLICY STATEMENT FOR THE BIA ADMINISTRATION OF JOM FUNDS; RELEVANT SECTIONS FROM THE ALASKA NATIVE CLAIMS SETTLEMENT ACT; AND TAXING SECTIONS FROM THE STATEHOOD ACT AND THE LAND CLAIMS ACT. THE REPORT CONCLUDED THAT THE STATE OF ALASKA HAS UNIQUE PROBLEMS IN SUPPORTING PUBLIC EDUCATION FOR ITS SCHOOL AGE CHILDREN, WHICH WILL ONLY BE COMPOUNDED BY MAINTAINING A DUAL SCHOOL SYSTEM THAT EXCLUDES ALASKAN NATIVES FROM POLICY MAKING POSITIONS WITHIN THE STATE'S EDUCATION STRUCTURE. (KM)

ACCESSION NUMBER: ED091122

PUBLICATION DATE: 74

TITLE: INDEX TO LITERATURE ON THE AMERICAN INDIAN, 1972.

PERSONAL AUTHOR: HENRY, JEANNETTE, ED.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ANNUAL REPORTS; CHILDRENS BOOKS; CULTURAL BACKGROUND; ESKIMOS; FEDERAL GOVERNMENT; FOREIGN COUNTRIES; HISTORY; *INDEXES (LOCATERS); NONRESERVATION AMERICAN INDIANS; *PERIODICALS; RESERVATIONS (INDIAN); RESOURCE GUIDES; *SUBJECT INDEX TERMS; TREATIES; TRIBES

DESCRIPTIVE NOTE: 354P.; FOR RELATED DOCUMENTS, SEE ED 064 011 AND ED 071 834

THE 1972 EDITION OF THE "INDEX TO LITERATURE ON THE AMERICAN INDIAN" COVERS 83 SUBJECT AREAS AND 138 PERIODICALS. AUTHORS AND SUBJECT AREAS ARE LISTED ALPHABETICALLY, GIVING INFORMATION FOR CULTURE, HISTORY, LEGISLATION, EDUCATION, HEALTH, LITERATURE, FOREIGN NATIONS, TRIBES, LAND, DISCRIMINATION, ETC. PERIODICALS IN EXISTENCE FOR LESS THAN 1 YEAR AND NEWSPAPERS WERE NOT INCLUDED. SPECIAL INDEXES ARE GIVEN FOR THE 1972 ISSUES OF "THE INDIAN HISTORIAN" AND "THE WEEWISH TREE" (A CHILDREN'S MAGAZINE). (KM)

AVAILABILITY: THE INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVENUE, SAN FRANCISCO, CALIF. 94117 ($10.00)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED091124

TITLE: APACHE, VOL. I.

PERSONAL AUTHOR: BODIROGA, RONALD, COMP.; AND OTHERS

DESCRIPTOR: *ADOLESCENT LITERATURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; APACHE; BASIC VOCABULARY; BELIEFS; COMPOSITION (LITERARY); *CULTURAL BACKGROUND; FABLES; *GRADE 7; RESERVATIONS (INDIAN); SELF CONCEPT; *STUDENT DEVELOPED MATERIALS; STUDENT PROJECTS; SYMBOLS (LITERARY); TRIBES; WRITING SKILLS

IDENTIFIER: *APACHES; ARIZONA; ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; HEED ETHNIC EDUCATIONAL DEPOLARIZATION; PROJECT HEED; SAN CARLOS RESERVATION

DESCRIPTIVE NOTE: 16P.

THE SHORT STORIES, POEMS, AND CULTURAL DESCRIPTIONS ABOUT AMERICAN INDIANS (VOLUME 1 OF TWO) ARE THE RESULT OF A COMBINED EFFORT OF THE 7TH GRADE STUDENTS OF RICE SCHOOL DISTRICT (SACATON, ARIZONA), THEIR TEACHER, AND THE PARENTS AND FRIENDS OF THE STUDENTS OF THE SAN CARLOS APACHE INDIAN RESERVATION (ARIZONA). THE 24 STUDENT CONTRIBUTORS PREPARED 26 ARTICLES ON APACHE INDIANS. A SHORT VOCABULARLY OF APACHE AND ENGLISH WORDS IS GIVEN AT THE END OF THE DOCUMENT. (KM)

ACCESSION NUMBER: ED091125

TITLE: APACHE, VOL. II.

PERSONAL AUTHOR: BODIROGA, RONALD, COMP.; AND OTHERS

DESCRIPTOR: *ADOLESCENT LITERATURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; ANIMAL BEHAVIOR; APACHE; BELIEFS; COMPOSITION (LITERARY); *CULTURAL BACKGROUND; FABLES; *GRADE 7; *STUDENT DEVELOPED MATERIALS; STUDENT OPINION; STUDENT PROJECTS; TRANSLATION; TRIBES; WRITING SKILLS

IDENTIFIER: *APACHES; ARIZONA; ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; HEED ETHNIC EDUCATIONAL DEPOLARIZATION; PROJECT HEED; SAN CARLOS RESERVATION

DESCRIPTIVE NOTE: 15P.

THE SHORT STORIES, POEMS, SONGS, AND CULTURAL DESCRIPTIONS ABOUT AMERICAN INDIANS (VOLUME 2 OF TWO) ARE THE RESULT OF A COMBINED EFFORT OF THE 7TH GRADE STUDENTS OF RICE SCHOOL DISTRICT (SACATON, ARIZONA), THEIR TEACHER, AND THE PARENTS AND FRIENDS OF THE STUDENTS OF THE SAN CARLOS APACHE INDIAN RESERVATION (ARIZONA). THE 24 STUDENT CONTRIBUTORS PREPARED 21 ARTICLES ABOUT THE APACHE INDIANS. MOST OF THE STORIES WERE TOLD TO THE STUDENTS IN APACHE AND THEN TRANSLATED INTO ENGLISH. BRIEF STUDENT OPINIONS ABOUT APACHES AND APACHE LORE END THE PUBLICATION. (KM)

ACCESSION NUMBER: ED091126

PUBLICATION DATE: SEP 72

TITLE: PROJECT HEED, TITLE III, SECTION 306. FINAL EVALUATION REPORT.

PERSONAL AUTHOR: HUGHES, ORVAL D.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AFFECTIVE BEHAVIOR; *AMERICAN INDIANS; *EDUCATIONAL ASSESSMENT; EDUCATIONAL PROGRAMS; MOTIVATION; PARENT PARTICIPATION; *PROGRAM EVALUATION; *READING ACHIEVEMENT; RESERVATIONS (INDIAN); SCHOOL COMMUNITY RELATIONSHIP; SELF CONCEPT; *SPECIAL EDUCATION; TABLES (DATA); TEACHER BEHAVIOR; TEST WISENESS

IDENTIFIER: ARIZONA; ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; HEED ETHNIC EDUCATIONAL DEPOLARIZATION; PROJECT HEED

DESCRIPTIVE NOTE: 54P.

PROJECT HEED (HEED ETHNIC EDUCATIONAL DEPOLARIZATION) INVOLVES OVER 1,000 INDIAN CHILDREN IN GRADES 1-8 IN ARIZONA. THE PROJECT TARGET SITES ARE 48 CLASSROOMS AT SELLS, TOPOWA, SAN CARLOS, MANY FARMS, HOTEVILLA, PEACH SPRINGS, AND SACATON. OBJECTIVES ARE TO INCREASE: (1) READING ACHIEVEMENT, (2) AFFECTIVE BEHAVIOR OF TEACHERS, (3) MOTIVATION BY MEANS OF AN OPEN CURRICULUM, (4) EFFECTIVE SPECIAL EDUCATION PROGRAMS, AND (5) INVOLVEMENT OF PARENTS IN THE SCHOOL/COMMUNITY RELATIONS. PROJECT HEED IS EVALUATED FOR 1971-72 BY A VARIETY OF TESTS ON A PRETEST AND POSTTEST BASIS. AMONG THESE ARE THE DISTAR MASTERY TEST; FIELD ENTERPRISE, SPECIAL NEEDS READING SERIES; WIDE RANGE ACHIEVEMENT TESTING; SELF-APPRAISAL INVENTORY; AND THE SRA READING COMPREHENSION AND VOCABULARY TESTS. SOME OF THE FINDINGS ARE: (1) A NOTED PROGRESS IN READING ACHIEVEMENT IN NEARLY ALL CLASSROOMS; (2) AN INCREASE IN SELF-IMAGE OF THE STUDENTS; (3) AN 80% IMPROVEMENT IN AFFECTIVE BEHAVIORAL PATTERNS OF THE TEACHERS; AND (4) A 70% INCREASE IN PARENT INVOLVEMENT. MAJORITY OF THE DATA IS IN TABULAR FORM BY GRADE AND SCHOOL. (NQ)

ACCESSION NUMBER: ED091127

PUBLICATION DATE: 1 AUG 73

TITLE: PROJECT HEED. FINAL EVALUATION REPORT.

PERSONAL AUTHOR: HUGHES, ORVAL D.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; CULTURAL AWARENESS; *EDUCATIONAL ASSESSMENT; EDUCATIONAL PROGRAMS; MOTIVATION; *PROGRAM EVALUATION; *READING ACHIEVEMENT; RESERVATIONS (INDIAN); SELF CONCEPT; *SPECIAL EDUCATION; TABLES (DATA)

IDENTIFIER: ARIZONA; ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; HEED ETHNIC EDUCATIONAL DEPOLARIZATION; PROJECT HEED

DESCRIPTIVE NOTE: 115P.

DURING 1972-73, PROJECT HEED (HEED ETHNIC EDUCATIONAL DEPOLARIZATION) INVOLVED 1,350 INDIAN STUDENTS IN 60 CLASSROOMS AT SELLS, TOPOWA, SAN CARLOS, RICE, MANY FARMS, HOTEVILLA, PEACH SPRINGS, AND SACATON. PRIMARY OBJECTIVES WERE: (1) IMPROVEMENT IN READING SKILLS, (2) DEVELOPMENT OF CULTURAL AWARENESS, AND (3) PROVIDING FOR THE SPECIAL EDUCATION NEEDS OF INDIAN CHILDREN. IN THIS REPORT, THE EVALUATION DESIGN FORMAT USED WAS THE INTRODUCTION OF EACH OBJECTIVE AND PERTINENT DATA, IN THE FORM OF RESULTS, WHICH VERIFIED WHETHER THE OBJECTIVE WAS ACHIEVED. VARIOUS TESTS WERE ADMINISTERED, AMONG WHICH WERE: THE DISTAR MASTERY TESTS, WIDE RANGE ACHIEVEMENT TEST, AND THE SELF-APPRAISAL INVENTORY. SOME OF THE PROJECT'S SUCCESSES WERE: (1) DEVELOPMENT OF CULTURAL AWARENESS MATERIALS BY STUDENTS, (2) EXPANSION OF SPECIAL EDUCATION SERVICES, AND (3) CONSIDERABLE FIELD TRIP PARTICIPATION AT ALL SITES. INCLUDED IN THE ADDENDUM OF THIS REPORT ARE THE FIRST AND SECOND QUARTERLY REPORTS, A SPECIAL EVALUATION REPORT, THOUGHTS ABOUT CULTURAL AWARENESS, A LISTING OF FIELD TRIPS TAKEN, AND A LETTER FROM THREE ALBUQUERQUE PUBLIC SCHOOL TEACHERS. (NQ)

ACCESSION NUMBER: ED091128

PUBLICATION DATE: APR 74

TITLE: AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH REPORTS, ARTICLES AND PAPERS ON INDIAN EDUCATION IN THE UNITED STATES AND CANADA FROM 1968-1973.

PERSONAL AUTHOR: MECH, JOYCE, COMP.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ATTITUDES; COMMUNITY STUDY; CULTURAL BACKGROUND; CURRICULUM RESEARCH; *EDUCATIONAL RESOURCES; *ESKIMOS; GUIDANCE; HISTORY; LANGUAGE RESEARCH; READING RESEARCH; *RESOURCE MATERIALS

DESCRIPTIVE NOTE: 43P.

THE ANNOTATED BIBLIOGRAPHY PRIMARILY COVERS THE CURRENT STATUS OF AMERICAN INDIAN EDUCATION IN THE UNITED STATES (AND CANADA). NO ATTEMPT WAS MADE TO INCLUDE ALL EXISTING LITERATURE ON THE SUBJECT. MOST OF THE 176 CITATIONS WERE TAKEN FROM PROFESSIONAL JOURNALS, PAPERS DELIVERED IN PROFESSIONAL MEETINGS, AND GOVERNMENT REPORTS. THE ARTICLES, DATING FROM 1968 TO 1973, ARE ARRANGED ALPHABETICALLY BY AUTHOR AND TOPIC. SUBJECT AREAS ARE: ADULT EDUCATION, ATTITUDES, COMMUNITY, CULTURE, CURRICULUM, EDUCATION, GUIDANCE AND COUNSELING, HISTORY, LANGUAGE, READING, AND OTHER RESOURCES. THE TWO THEMES THAT CONTINUALLY APPEAR THROUGHOUT THE LITERATURE ARE: (1) ALTHOUGH THE GOVERNMENT HAS SPENT VAST SUMS OF MONEY ON EDUCATION FOR INDIANS, THE RESULTS ARE EXTREMELY DISAPPOINTING; AND (2) THE INDIAN IS NO LONGER CONTENT TO LET THE DOMINANT SOCIETY DICTATE HIS LIFESTYLE, AND HE IS BECOMING INCREASINGLY MORE VOCAL AND ACTIVE IN CONTROLLING HIS OWN EDUCATIONAL PROGRESS. (KM)

AVAILABILITY: CENTER FOR INDIAN EDUCATION, FARMER EDUCATION BUILDING, ROOM 417, ARIZONA STATE UNIVERSITY, TEMPE, ARIZ. 85281 ($1.50)

ACCESSION NUMBER: ED091130

PUBLICATION DATE: JUN 70

TITLE: AN EXPLORATORY SURVEY OF THE NUMBERS AND DISTRIBUTION OF NATIVE CANADIAN YOUTH BETWEEN THE AGES OF TWELVE AND TWENTY-FIVE IN THE CITY OF EDMONTON, DURING MAY, 1970.

PERSONAL AUTHOR: CARD, B. Y.; AND OTHERS

DESCRIPTOR: *ADOLESCENTS; *AMERICAN INDIANS; COMMUNITY AGENCIES (PUBLIC); *COMMUNITY SURVEYS; *DEMOGRAPHY; EDUCATIONAL TRENDS; EMPLOYMENT TRENDS; ESKIMOS; HUMAN SERVICES; LITERATURE REVIEWS; MAPS; *POPULATION TRENDS; RELOCATION; RESEARCH METHODOLOGY; SPECIAL SERVICES; TABLES (DATA); TRANSIENT CHILDREN; URBAN YOUTH; YOUTH AGENCIES; YOUTH OPPORTUNITIES

IDENTIFIER: CANADA; *EDMONTON

DESCRIPTIVE NOTE: 73P.

THE MAY 1970 SURVEY DETERMINED THE NUMBER AND DISTRIBUTION OF THE NATIVE CANADIAN YOUTH POPULATION (AGES 12-25) IN THE CITY OF EDMONTON, INCLUDING BOTH TRANSIENTS AND RESIDENTS. A SUBSIDIARY OBJECTIVE WAS TO MAKE CONTACT WITH YOUTH-SERVING AGENCIES WITHIN THE CITY TO ASCERTAIN THEIR KNOWLEDGE OF NATIVE YOUTHS IN THE AREA. SPECIFIC OPERATIONAL OBJECTIVES WERE: (1) TO EXAMINE PREVIOUS RESEARCH FOR METHODOLOGIES AND FINDINGS; (2) TO DETERMINE THE POPULATION IN THE CITY ATTENDING EDUCATIONAL INSTITUTIONS, INCLUDING POST-SECONDARY; (3) TO DETERMINE THE NATIVE YOUTHS NOT IN SCHOOL, INCLUDING THOSE WHO ARE EMPLOYED OR TRANSIENT. TO OBTAIN THIS INFORMATION, SCHOOL PRINCIPALS, AGENCIES WORKING WITH NATIVE PEOPLE, AND MISCELLANEOUS REFERRALS WERE INTERVIEWED. LOCAL AND NATIONAL LISTINGS OF NATIVE CITIZENS WERE CROSS-CHECKED. INFORMATION ON TRANSIENT YOUTHS, WHICH WAS THE MOST DIFFICULT TO OBTAIN, WAS RECEIVED FROM AGENCIES WORKING WITH NATIVE CITIZENS, AND FROM REFERRAL PERSONS. THE SURVEY CONCLUDED THAT EDMONTON HAS OVER 1,000 NATIVE YOUTHS WHO MAY BE CONSIDERED RESIDENTS, AS FAR AS NEED FOR SERVICES ARE CONCERNED. ANOTHER 900 ARE TEMPORARILY IN THE CITY, FEWER THAN 100 AS PATIENTS AND AS MANY AS 8[illegible]0 ARE TRANSIENTS WHO WOULD PROBABLY REQUIRE A DIFFERENT SET OF SERVICES THAN THE RESIDENTS. TEN RECOMMENDATIONS FOR THE USE OF THIS SURVEY WERE ALSO GIVEN. THE MAJORITY OF THE INFORMATION WAS PRESENTED BY TABLES AND MAPS. (KM)

ACCESSION NUMBER: ED091379

PUBLICATION DATE: JUN 74

TITLE: COMPETENCIES FOR TEACHERS OF CULTURALLY DIFFERENT CHILDREN: TEACHER COMPETENCIES FOR TEACHING NATIVE AMERICAN CHILDREN.

PERSONAL AUTHOR: KALECTACA, MILO

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL DIFFERENCES; *CULTURAL FACTORS; *CULTURAL PLURALISM; INSERVICE TEACHER EDUCATION; *PERFORMANCE BASED TEACHER EDUCATION; PRESERVICE EDUCATION; *TEACHING SKILLS

DESCRIPTIVE NOTE: 18P.; PAPER PREPARED FOR WRITING CONFERENCE ON MULTICULTURAL EDUCATION, CBE TEACHER COMPETENCIES EFFECTIVE WITH YOUTH FROM DIFFERENT CULTURAL GROUPS (JUNE 1974)

THIS PAPER DISCUSSES COMPETENCIES NEEDED FOR TEACHING CULTURALLY DIFFERENT CHILDREN. FIRST, COMPETENCIES ARE DISCUSSED THAT ENABLE THE TEACHER TO GAIN COMMUNITY SUPPORT AND MANEUVER WITHIN THE STUDENTS' ENVIRONMENT IN THE COMMUNITY. PROFICIENCIES NEEDED FOR TEACHING LANGUAGE, HISTORY, AND RELIGION ARE DESCRIBED. SECOND, A PRESERVICE INSTRUCTIONAL PROGRAM IS DESCRIBED WHICH FOCUSES ON GIVING A TOTAL PICTURE OF THE INDIAN CHILD IN THE HOME AND SCHOOL ENVIRONMENT. SEVEN GENERAL COMPETENCIES AND SEVERAL SPECIFIC COMPETENCIES IN THE AREAS OF INSTRUCTION, COMMUNITY, AND STUDENT-TEACHER RELATIONSHIPS FOR THE TEACHER INTERN ARE LISTED. THIRD, 13 COMPETENCIES FOR TEACHING IN A MULTICULTURAL SOCIETY ARE PRESENTED WHICH INCLUDE RECOGNIZING THAT ALL CULTURES HAVE THE SAME HUMAN NEEDS, HELPING STUDENTS UNDERSTAND THEIR VALUES AND ATTITUDES, AND INSTILLING IN STUDENTS AN APPRECIATION OF HUMAN DIVERSITY. FINALLY, AN IDEAL COMPETENCY-BASED TEACHER EDUCATION (CBTE) PROGRAM FOR TEACHING IN A CULTURALLY DIVERSE SOCIETY IS DESCRIBED, AND SEVEN BASIC CHARACTERISTICS OF CBTE ARE DISCUSSED. THE AUTHOR CONCLUDES THAT THE GOAL OF CBTE SHOULD BE TO PROVIDE THE KIND OF TRAINEES FOR DIFFERENTIATED STAFF POSITIONS WHO ARE SUPPORTIVE OF THE INNOVATIVE CHANGES NEEDED FOR EFFECTIVE EDUCATIONAL DEVELOPMENT. AN 8-ITEM BIBLIOGRAPHY IS INCLUDED. (PD)

ACCESSION NUMBER: ED091387

PUBLICATION DATE: 74

TITLE: A NEED FOR A COMPETENCY BASED TEACHER EDUCATION FOR NATIVE AMERICANS. POSITION PAPER.

PERSONAL AUTHOR: MILLER, LOUISE

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL PLURALISM; *EDUCATIONAL NEEDS; EDUCATIONAL PRACTICE; *EFFECTIVE TEACHING; MODELS; *PERFORMANCE BASED TEACHER EDUCATION

DESCRIPTIVE NOTE: 25P.

THIS PAPER ADDRESSES: (A) PROBLEMS IN THE EDUCATION OF NATIVE AMERICANS CAUSED BY PREJUDICE AND THE COERCIVE ASSIMILATION POLICY OF THE FEDERAL GOVERNMENT, AND (B) THE NEED FOR IMPROVEMENT OF EDUCATION FOR INDIANS. THE PRIME REQUISITES FOR CHANGE MUST BE GENERATED IN A CLIMATE OF WILLINGNESS ON THE PART OF EDUCATIONAL INSTITUTIONS TO ASSUME RESPONSIBILITY OF THEIR ROLE AS CHANGE AGENTS AND VALIDATE THE DEFINITION OF EDUCATIONAL EXPECTATIONS, NEEDS, AND PRIORITIES AS DEFINED BY THE INDIAN COMMUNITY. THOSE DEFINITIONS OF EDUCATIONAL NEEDS BY THE INDIAN COMMUNITY SHOULD THEN BE PROCESSED INTO EXISTING TEACHER TRAINING PROGRAMS AS VIABLE AND ESSENTIAL COMPONENTS IN THE TEACHER TRAINING PROCESS. ONE OF THE MOST COMPREHENSIVE MODELS THAT DEAL WITH THE TRAINING OF TEACHERS FOR THE ENTHNICALLY DIFFERENT CHILD IS BEING DEVELOPED AT THE INSTITUTE FOR CULTURAL PLURALISM, SAN DIEGO STATE UNIVERSITY. IT IS COMPOSED OF FOUR BASIC COMPONENTS: (A) PHILOSOPHY OF EDUCATION FOR THE CULTURALLY AND LINGUISTICALLY DIFFERENT, (B) SOCIOCULTURAL AWARENESS IN THE HOME AND COMMUNITY, (C) ORAL LANGUAGE AND ASSESSMENT TECHNIQUES, AND (D) DIAGNOSTIC AND PRESCRIPTIVE STRATEGIES. THE COMPETENCY STATEMENTS OF THIS PROGRAM ARE INCLUDED IN THE PAPER, AS IS A BRIEF BIBLIOGRAPHY. (HMD)

ACCESSION NUMBER: ED091458

PUBLICATION DATE: SEP 72

TITLE: THE EMERGING MINORITIES IN AMERICA: A RESOURCE GUIDE FOR TEACHERS.

PERSONAL AUTHOR: DAVIS, CHARLOTTE D., ED.; STICKNEY, EDITH P., ED.

DESCRIPTOR: AMERICAN INDIANS; *BIOGRAPHIES; CHINESE AMERICANS; *CURRICULUM DEVELOPMENT; CURRICULUM GUIDES; *ETHNIC STUDIES; INSTRUCTIONAL MATERIALS; JAPANESE AMERICANS; *LITERATURE GUIDES; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; *TEACHING GUIDES; TEACHING METHODS; UNITED STATES HISTORY

DESCRIPTIVE NOTE: 256P.

THIS BOOK HAS BEEN PREPARED AS A SPECIFIC REFERENCE AND RESOURCE GUIDE FOR TEACHERS, AND IS DESIGNED TO PROVIDE ASSISTANCE IN CURRICULUM DEVELOPMENT THROUGH INCORPORATION INTO THE CURRICULUM OF THE CULTURAL AND HISTORICAL CONTRIBUTIONS OF MINORITY GROUPS. IN GENERAL, THE CRITERIA USED FOR SELECTION OF ENTRIES FOR THE BOOK REQUIRED THAT: (1) THE CONTRIBUTION OR ACHIEVEMENT MUST HAVE DIRECTLY AFFECTED THE STATE OR NATIONAL POPULATION IN REGARD TO ITS HISTORY OR CULTURE AND (2) THE CONTRIBUTION OR ACHIEVEMENT (A) MUST HAVE BEEN SIGNIFICANT TO A PARTICULAR ETHNIC GROUP, (B) MUST HAVE FURTHERED THE CAUSE OF THE MINORITY GROUP, AND (C) MUST HAVE BEEN MADE OR GAINED IN SPITE OF VARIOUS OBSTACLES. THE TEACHERS' GUIDE IS DIVIDED INTO FIVE PARTS. THE FIRST FOUR PARTS CONTAIN BIOGRAPHICAL DATA FOR SELECTED MEMBERS OF EACH OF THE FOLLOWING MINORITY GROUPS: AFRO-AMERICANS, ASIAN AMERICANS, INDIAN AMERICANS, AND MEXICAN AMERICANS. EACH PART CONSISTS OF FOUR SECTIONS: (1) HISTORICAL PERSPECTIVE (AN OVERVIEW OF THE MINORITY GROUP IN RELATION TO THE MAJORITY GROUP WITHIN THE AMERICAN CULTURE); (2) BIOGRAPHICAL SUMMARIES (SPECIFIC INFORMATION REGARDING NAME, BIRTHDATE, EDUCATION, AND A BRIEF STATEMENT OF SIGNIFICANCE FOLLOWED BY A BIOGRAPHICAL SKETCH. EACH ENTRY IS KEYED IN THE UPPER RIGHT HAND CORNER OF THE NARRATIVE TO PROVIDE THE TEACHER WITH THE SOURCE OF INFORMATION); (3) BIBLIOGRAPHY OF SOURCES USED; AND, (4) OTHER REFERENCES. (AUTHOR/JM)

AVAILABILITY: AMERICAN BIBLIOGRAPHICAL CENTER--CLIO PRESS, RIVIERA CAMPUS, 2040 A.P.S., SANTA BARBARA, CALIFORNIA 93103 ($11.95)
NOT AVAILABLE FROM EDRS

PART II: CITATIONS FROM
CURRENT INDEX TO JOURNALS IN EDUCATION

p 286 blank

ACCESSION NUMBER: EJ077190

PUBLICATION DATE: MAY 73

TITLE: COMPARISON OF ON- AND OFF-RESERVE EDUCATIONAL ACHIEVEMENTS

PERSONAL AUTHOR: STANBURY, W. T.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COMPARATIVE ANALYSIS; EDUCATIONAL OBJECTIVES; *NONRESERVATION AMERICAN INDIANS; *RESERVATIONS (INDIAN)

IDENTIFIER: *CANADA

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 3; 24-33

ACCESSION NUMBER: EJ077334

PUBLICATION DATE: MAY 73

TITLE: NINE FAMILIES AND FORTY CHILDREN

PERSONAL AUTHOR: BERGER, ALLEN

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL ATTITUDES; LANGUAGE FLUENCY; *PARENT SCHOOL RELATIONSHIP; RELEVANCE (EDUCATION); *RESERVATIONS (INDIAN)

IDENTIFIER: *HOBBEMA RESERVE

AN INTERDISCIPLINARY, IN-DEPTH STUDY INVOLVING 40 CHILDREN AND 9 FAMILIES WAS CONDUCTED ON THE HOBBEMA RESERVE DURING 1971-72. THE DESIGN AND RATIONALE, ANALYSIS, SELECTED FINDINGS, AND CONCLUSIONS OF THIS STUDY WERE PRESENTED. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 3; 1-8

1 288 blank

ACCESSION NUMBER: EJ077335

PUBLICATION DATE: MAY 73

TITLE: FACTORS RELATED TO THE PERSISTENCE OF INDIAN STUDENTS AT COLLEGE LEVEL

PERSONAL AUTHOR: PATTON, WALTER; EDINGTON, EVERETT D.

DESCRIPTOR: *ACADEMIC PERFORMANCE; *AMERICAN INDIANS; COMPARATIVE ANALYSIS; DROPOUT IDENTIFICATION; *HIGHER EDUCATION; *PERSISTENCE

IDENTIFIER: NEW MEXICO STATE UNIVERSITY; *NEW MEXICO UNIVERSITY

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 3; 19-23

ACCESSION NUMBER: EJ077450

PUBLICATION DATE: MAR 73

TITLE: DEFINING THE ¬AMERICAN INDIAN': A CASE STUDY IN THE LANGUAGE OF SUPPRESSION

PERSONAL AUTHOR: BOSMAJIAN, HAIG A.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *COURT LITIGATION; CULTURAL FACTORS; *CULTURAL INTERRELATIONSHIPS; ETHNIC GROUPS; *HUMAN DIGNITY; HUMANIZATION; LANGUAGE STYLES; *LANGUAGE USAGE; SEMANTICS

JOURNAL CITATION: SPEECH TEACHER; 22; 2; 89-99

ACCESSION NUMBER: EJ077495

PUBLICATION DATE: SPR 73

TITLE: CORRELATES OF LENGTH OF URBAN RESIDENCE AMONG THE SPOKANE INDIANS

PERSONAL AUTHOR: CHADWICK, BRUCE A.; WHITE, LYNN C.

DESCRIPTOR: CORRELATION; CULTURAL BACKGROUND; EDUCATION; EMPLOYMENT; IDENTIFICATION (PSYCHOLOGICAL); *NONRESERVATION AMERICAN INDIANS; *RESERVATIONS (INDIAN); *RESIDENTIAL PATTERNS; *URBAN ENVIRONMENT

IDENTIFIER: *SPOKANE INDIANS

THE PERCENTAGE OF AN INDIAN'S ADULT LIFE WHICH HAS BEEN LIVED IN AN URBAN ENVIRONMENT AND THE RELATION BETWEEN EMPLOYMENT, INCOME, EDUCATION, HOUSING, ACCEPTANCE OF WHITE CULTURE, AND INDIAN ANCESTRY TO CONTINUED URBAN RESIDENCE ARE EXAMINED. (NQ)

JOURNAL CITATION: HUMAN ORGANIZATION; 32; 1; 9-16

ACCESSION NUMBER: EJ077520

PUBLICATION DATE: SPR 73

TITLE: CONCRETE MEANS AND ABSTRACT GOALS: PAPAGO EXPERIENCES IN THE APPLICATION OF DEVELOPMENT RESOURCES

PERSONAL AUTHOR: VAN WILLIGEN, JOHN

DESCRIPTOR: AMERICAN INDIANS; *COMMUNITY DEVELOPMENT; *EVALUATION; *GOAL ORIENTATION; *RESOURCE ALLOCATIONS

IDENTIFIER: *PAPAGO INDIANS

THE EXTENT TO WHICH RESOURCES FOR GOAL ATTAINMENT IN PAPAGO COMMUNITIES ARE CONSISTENT WITH CERTAIN ABSTRACT GOALS OF COMMUNITY DEVELOPMENT IS EVALUATED. (NQ)

JOURNAL CITATION: HUMAN ORGANIZATION; 32; 1; 1-8

ACCESSION NUMBER: EJ077620

PUBLICATION DATE: SPR 73

TITLE: VOCATIONAL TRAINING FOR INDIAN MIGRANTS: CORRELATES OF ¬SUCCESS'' IN A FEDERAL PROGRAM

PERSONAL AUTHOR: CLINTON, LAWRENCE; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CORRELATION; *FEDERAL PROGRAMS; *MIGRANTS; *SUCCESS FACTORS; *VOCATIONAL EDUCATION

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

JOURNAL CITATION: HUMAN ORGANIZATION; 32; 1; 17-27

ACCESSION NUMBER: EJ077625

PUBLICATION DATE: MAY 73

TITLE: TWO INNOVATIONS IN TEACHING

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL INNOVATION; *HORTICULTURE; *INDIVIDUALIZED INSTRUCTION; MARKETING; NONRESERVATION AMERICAN INDIANS

IDENTIFIER: *ARIZONA

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 3; 34-6

ACCESSION NUMBER: EJ078255

PUBLICATION DATE: APR 73

TITLE: THE USE OF PORTUGUESE RELATIONSHIP TERMS IN KALAPALO (XINGU CARIB) ENCOUNTERS: CHANGES IN A CENTRAL BRAZILIAN COMMUNICATIONS NETWORK

PERSONAL AUTHOR: BASSO, ELLEN B.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; COMMUNICATION (THOUGHT TRANSFER); *FAMILY RELATIONSHIP; *PORTUGUESE; *SOCIOLINGUISTICS; TABLES (DATA); *VOCABULARY

IDENTIFIER: BRAZIL; CARIB; KALAPALO

PAPER PRESENTED AT THE 70TH ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL SOCIETY, NOVEMBER 1971, NEW YORK, N.Y. (RS)

JOURNAL CITATION: LANGUAGE IN SOCIETY; 2; 1; 1-21

ACCESSION NUMBER: EJ078316

PUBLICATION DATE: MAY 73

TITLE: THE INDIANS HAD A WORD FOR IT

DESCRIPTOR: *AMERICAN ENGLISH; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; *LANGUAGE USAGE; *LINGUISTIC PATTERNS; *NATIVE SPEAKERS

RECOGNITION OF THE AMERICAN INDIAN LANGUAGE AND ITS CONTRIBUTIONS TO THE ENGLISH LANGUAGE ARE PRESENTED. FOR EXAMPLE, SKUNK, RACCOON, MOOSE, CHICAGO, AND MOCCASIN ARE ALL INDIAN WORDS. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 3; 17-18

ACCESSION NUMBER: EJ078568

PUBLICATION DATE: MAY 73

TITLE: SELF-CONCEPT COMPARISONS OF ANGLO AND INDIAN CHILDREN

PERSONAL AUTHOR: MARTIG, ROGER; DEBLASSIE, RICHARD

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *ANGLO AMERICANS; *COMPARATIVE ANALYSIS; GRADE 1; GRADE 4; *SELF CONCEPT; SEX (CHARACTERISTICS); TABLES (DATA)

IDENTIFIER: PRIMARY SELF CONCEPT SCALE

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 12; 3; 9-16

ACCESSION NUMBER: EJ078720

PUBLICATION DATE: MAR 73

TITLE: THE COUNSELOR'S CHARGE IN THE AMERICAN INDIAN'S EDUCATIONAL DILEMMA

PERSONAL AUTHOR: MCMAHON, ROBERT C.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CHANGE AGENTS; CHANGING ATTITUDES; COUNSELOR FUNCTIONS; *COUNSELOR ROLE; *EDUCATIONAL INNOVATION; *MINORITY GROUP CHILDREN

THIS ARTICLE DISCUSSES THE ROLE OF THE COUNSELOR AS AN AGENT OF CHANGE. MANY SCHOOLS IN INDIAN COMMUNITIES MUST MAKE CHANGES IF THEY ARE TO MAKE EDUCATION A MEANINGFUL EXPERIENCE FOR THE INDIAN CHILD AND THE COUNSELOR IS SEEN AS BEING IN THE UNIQUE POSITION TO ENACT THESE CHANGES. (JC)

JOURNAL CITATION: SCHOOL COUNSELOR; 20; 4; 270-274

ACCESSION NUMBER: EJ078739

PUBLICATION DATE: SPR 73

TITLE: THE AMERICAN INDIAN: A NON-POSITION PAPER

PERSONAL AUTHOR: CORNELIUS, H. C.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *CIVIL RIGHTS; ECONOMIC DISADVANTAGEMENT; *GOVERNMENT ROLE; *HISTORY; *INTERGROUP RELATIONS; MAJORITY ATTITUDES; POLITICAL POWER; RACISM

THE AMERICAN INDIAN HAS NO POSITION IN THE PRESENT AMERICAN SOCIETY EXCEPT THAT OUTLINED BY THE UNITED STATES FEDERAL GOVERNMENT. (DM)

JOURNAL CITATION: JOURNAL OF INTERGROUP RELATIONS; 2; 3; 59-66

ACCESSION NUMBER: EJ079116

PUBLICATION DATE: FEB 73

TITLE: AMERICAN INDIAN LIFE IN CHILDREN'S LITERATURE

PERSONAL AUTHOR: ABEL, MIDGE B.

DESCRIPTOR: *AMERICAN INDIANS; *BOOK REVIEWS; *CULTURAL BACKGROUND; *CHILDRENS BOOKS; *ETHNIC STEREOTYPES; ILLUSTRATIONS; FOLKLORE BOOKS; CULTURAL IMAGES

IDENTIFIER: *AMERICAN INDIAN LITERATURE

A BRIEF BIBLIOGRAPHY OF BOOKS ON AMERICAN INDIAN LIFE IS INCLUDED. (MM)

JOURNAL CITATION: ELEMENTARY ENGLISH; 50; 2; 202-208

ACCESSION NUMBER: EJ079122

PUBLICATION DATE: SPR 73

TITLE: UNIQUE PROBLEMS OF EDUCATION ON THE NAVAJO RESERVATION

PERSONAL AUTHOR: MACDONALD, PETER

DESCRIPTOR: *NAVAHO; *EDUCATIONAL DEMAND; *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; EDUCATIONAL INTEREST

JOURNAL CITATION: COLORADO JOURNAL OF EDUCATIONAL RESEARCH; 12; 3; 6-7

ACCESSION NUMBER: EJ079471

PUBLICATION DATE: SPR 73

TITLE: A NATIVE AMERICAN WORKSHOP FOR TEACHERS: AN EXAMINATION OF PROCEDURES AND EXPERIENCES

PERSONAL AUTHOR: OTIS, MORGAN

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL PROBLEMS; *PARTICIPANT INVOLVEMENT; *STUDENT EVALUATION; *TEACHER WORKSHOPS; QUESTIONNAIRES

IDENTIFIER: UNIVERSITY OF CALIFORNIA; DAVIS

FROM THE PARTICIPANT RESPONSES IT WAS DETERMINED THAT AMERICAN INDIAN CHILDREN EXPERIENCE SOCIAL AS WELL AS ACADEMIC PROBLEMS IN ADJUSTING TO PUBLIC SCHOOL LIFE. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 2; 33-42

ACCESSION NUMBER: EJ079536

PUBLICATION DATE: JUN 73

TITLE: FORGOTTEN AMERICANS: THE MIGRANT AND INDIAN POOR

PERSONAL AUTHOR: BAUMAN, JOHN F.

DESCRIPTOR: *ECONOMIC DISADVANTAGEMENT; *AMERICAN INDIANS; *MIGRANTS; *AGRICULTURAL OCCUPATIONS; *ACCULTURATION; CULTURAL FACTORS; INCOME; HEALTH NEEDS; SOCIAL WELFARE

THE MANNER IN WHICH INDIAN AND MIGRANT PEOPLES ADJUST TO TECHNOLOGY IS CRUCIAL IF THEY ARE TO ESCAPE THE CLUTCH OF POVERTY. (DM)

JOURNAL CITATION: CURRENT HISTORY; 64; 382; 264-267

ACCESSION NUMBER: EJ079612

PUBLICATION DATE: SPR 73

TITLE: TAXATION AND THE AMERICAN INDIAN

PERSONAL AUTHOR: BRUNT, DAVID

DESCRIPTOR: *AMERICAN INDIANS; *LAWS; *RESERVATIONS (INDIAN); *TAXES; CIVIL RIGHTS; PROPERTY TAXES

THE ARTICLE EXPLORES AMERICAN INDIAN TRIBAL RIGHTS TO TAX EXEMPTIONS AND SELF-IMPOSED TAXATION; GENERAL RECOMMENDATIONS ON POSSIBLE TRIBAL TAX ALTERNATIVES; AND EVALUATION OF THE PROBABLE ECONOMIC EFFECT OF TAXATION. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 2; 7-10

ACCESSION NUMBER: EJ079711

PUBLICATION DATE: SPR 73

TITLE: MILK INTOLERANCE AND THE AMERICAN INDIAN

DESCRIPTOR: *AMERICAN INDIANS; *DIETETICS; *FOODS INSTRUCTION; *GROUPS; HOME ECONOMICS

IDENTIFIER: *MILK

THE INTOLERANCE OF MILK BY AMERICAN INDIANS AND OTHER GROUPS (THAIS, CHINESE, FILIPINOS, MELONESIANS OF NEW GUINEA, AUSTRALIAN ABORIGINES, BLACK GROUPS OF AFRICA, AMERICAN BLACKS, AND ESKIMOS) DUE TO THE LACK OF THE LACTOSE ENZYME IS DISCUSSED IN THIS ARTICLE. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 2; 17,42

ACCESSION NUMBER: EJ079934

PUBLICATION DATE: MAR 73

TITLE: A COMPUTER-ASSISTED STUDY OF THE VOCABULARY OF YOUNG NAVAJO CHILDREN

PERSONAL AUTHOR: SPOLSKY, BERNARD; AND OTHERS

DESCRIPTOR: *NAVAHO; *AMERICAN INDIAN LANGUAGES; *VOCABULARY; *COMPUTER ASSISTED INSTRUCTION; *CHILD LANGUAGE; SAMPLING; QUESTION ANSWER INTERVIEWS; ORTHOGRAPHIC SYMBOLS; GRAPHEMES; LINGUISTIC THEORY

THIS STUDY, IN WHICH ADULT NAVAHO INTERVIEWERS RECORDED CONVERSATIONS WITH NAVAHO CHILDREN, INVOLVED THE ANALYSIS OF NAVAHO LEXICON AND SPELLING. COMPUTER PROCESSING MADE IT POSSIBLE TO BASE THE STUDY ON THE VOCABULARY OF THESE YOUNG NAVAHO. (AUTHOR/RK)

JOURNAL CITATION: COMPUTERS AND THE HUMANITIES; 7; 4; 209-18

ACCESSION NUMBER: EJ080156

PUBLICATION DATE: W 73

TITLE: THE INDIAN WORLD TODAY

PERSONAL AUTHOR: DELORIA, VINE, JR.

DESCRIPTOR: *ACTIVISM; *AMERICAN INDIANS; *BACKGROUND; FEDERAL PROGRAMS; SELF ACTUALIZATION

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 4; 1; 3-5

ACCESSION NUMBER: EJ080164

PUBLICATION DATE: JAN-APR 73

TITLE: ECONOMIC GENOCIDE: A STUDY OF THE COMANCHE, KOWA, CHEYENNE AND ARAPAHO

PERSONAL AUTHOR: REESE, JIM E.; FISH, MARY

DESCRIPTOR: *AMERICAN INDIANS; *ECONOMIC FACTORS; *SOCIOECONOMIC STATUS; *INCOME; ECONOMIC CHANGE; EDUCATIONAL PROBLEMS; SEX DIFFERENCES; RESERVATIONS (INDIAN); LIVING STANDARDS

IDENTIFIER: *OKLAHOMA

EXAMINES THE DESTRUCTION OF THE ECONOMIC WORLD OF THE COMANCHE, KOWA, CHEYENNE AND ARAPAHO, FOCUSING ON SOME OF THEIR CAPACITIES AND EARLY ACHIEVEMENTS IN RELATIONSHIP TO THEIR ECONOMIC BASE, AND VIEWING THE IMPACT OF THE CHANGES BROUGHT BY THE WHITE MAN. (AUTHOR/JM)

JOURNAL CITATION: NEGRO EDUCATIONAL REVIEW; 24; 1-2; 86-103

ACCESSION NUMBER: EJ080165

PUBLICATION DATE: JAN-APR 73

TITLE: ECONOMIC GENOCIDE: A STUDY OF THE COMANCHE, KOWA, CHEYENNE AND ARAPAHOE: A REACTION

PERSONAL AUTHOR: PERRY, JOSEPH M.

DESCRIPTOR: *AMERICAN INDIANS; *ECONOMIC FACTORS; *SOCIOECONOMIC STATUS; *INCOME; ECONOMIC CHANGE; EDUCATIONAL PROBLEMS; SEX DIFFERENCES; RESERVATIONS (INDIAN); LIVING STANDARDS

IDENTIFIER: *OKLAHOMA

ARGUES THAT THE DISTINCTION BETWEEN DISCRIMINATION AND GENOCIDE MADE BY THE AUTHORS IS A VERY SLENDER REED UPON WHICH TO HANG AN ARGUMENT: ¬ECONOMIC GENOCIDE'' REDUCES TO TWO SUCCESSIVE ECONOMIC DISLOCATIONS, GENERATED BY LAND HUNGER AND SUPPORTING GOVERNMENT POLICY. (AUTHOR/JM)

JOURNAL CITATION: NEGRO EDUCATIONAL REVIEW; 24; 1-2; 104-107

ACCESSION NUMBER: EJ080265

PUBLICATION DATE: SPR 73

TITLE: NATIONALISM, TRIBALISM, AND SELF DETERMINATION: YUMAN-MEXICAN RELATION, 1821-1848

PERSONAL AUTHOR: FORBES, JACK

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL INTERRELATIONSHIPS; *MEXICANS; MEXICAN AMERICAN HISTORY; POLICY; RELATIONSHIP; RACE RELATIONS

IDENTIFIER: *YUMAN TRIBES

THE YUMAN INDIAN SOCIETIES POSSESSED THE ABILITY TO RESIST PROGRAMS OF INDUCED CULTURE CHANGE IN THE EARLY 1800'S. THEY REACTED TO INFLEXIBLE PROCEDURES BY BECOMING OBSTINATELY HOSTILE TO ANY CHANGE WHATSOEVER, AS MODERN MEXICO LEARNED IN ATTEMPTING TO ASSIMILATE THESE GROUPS. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 2; 18-22

ACCESSION NUMBER: EJ080334

PUBLICATION DATE: SUM 73

TITLE: THE ORGANIZATION OF LAND AND LABOR IN A MARGINAL ECONOMY

PERSONAL AUTHOR: MARTIN, JOHN F.

DESCRIPTOR: *AGRICULTURE; *ECONOMIC PROGRESS; *LABOR FORCE; *LAND USE; AMERICAN INDIANS; FAMILY STRUCTURE

IDENTIFIER: *HAVASUPAI INDIANS; ARIZONA

JOURNAL CITATION: HUMAN ORGANIZATION; 32; 2; 153-61

ACCESSION NUMBER: EJ080365

PUBLICATION DATE: SPR 73

TITLE: LESSONS FROM A ONE-ROOM SCHOOL

PERSONAL AUTHOR: HADLOCK, RICHARD

DESCRIPTOR: *SELF CONCEPT; *CROSS CULTURAL STUDIES; *RACIAL DISCRIMINATION; *BIAS; *AMERICAN INDIANS; STUDENT ATTITUDES; AFFECTIVE OBJECTIVES; CULTURAL AWARENESS; SOCIAL DISCRIMINATION

DESCRIBED IS AN EXPERIMENT IN DEALING WITH PREJUDICE AND DISCRIMINATION THAT WORKED WITH CHILDREN IN A CALIFORNIA INDIAN RESERVATION SCHOOL. (JB)

JOURNAL CITATION: CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES REVIEW; 12; 4; 7-10

ACCESSION NUMBER: EJ080413

PUBLICATION DATE: SPR 73

TITLE: ZAMORA, MARIA D.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; *CULTURE; *ETHICS

IDENTIFIER: *CULTURAL ANTHROPOLOGY

THE PAPER SEEKS TO ANSWER THE FOLLOWING 3 QUESTIONS: (1) WHAT IS THE SCOPE OF CULTURAL ANTHROPOLOGY? (2) WHAT IS THE SIGNIFICANCE OF CULTURAL ANTHROPOLOGY TO THE CONTEMPORARY PROBLEMS OF MANKIND? (3) WHAT ARE THE ETHICAL QUESTIONS RELATED TO THIS FIELD? (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 2; 24-8

ACCESSION NUMBER: EJ080414

PUBLICATION DATE: W 73

TITLE: INDIAN ORGANIZATIONS, A GENERAL OVERALL VIEW

PERSONAL AUTHOR: RIDLEY, J. R.

DESCRIPTOR: *AMERICAN INDIANS; *ORGANIZATIONS (GROUPS); *PROBLEMS; CULTURE

TWO GENERAL TYPES OF INDIAN ORGANIZATIONS (PROMOTING INDIANNESS AND PROTECTING INDIANNESS) AND THEIR SHORTCOMINGS ARE DISCUSSED. (NQ)

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 4; 1; 15-18

ACCESSION NUMBER: EJ080415

PUBLICATION DATE: W 73

TITLE: INDIAN EDUCATORS AS A CATALYST FOR POLITICAL REFORM

PERSONAL AUTHOR: BURNETT, ROBERT

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATION; *GOVERNMENT ROLE; *SOCIAL ACTION; PROBLEMS; RESERVATIONS (INDIAN)

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 4; 1; 19-22

ACCESSION NUMBER: EJ080556

PUBLICATION DATE: SUM 73

TITLE: TEACHERS AND ADMINISTRATORS IN AMERICAN INDIAN EDUCATION

PERSONAL AUTHOR: YAZ, WILLIAM

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL CHANGE; *EDUCATIONAL POLICY; *EDUCATIONAL EQUALITY; SCHOOL PERSONNEL; TEACHER EDUCATION

IDENTIFIER: *INDIAN EDUCATION

THE QUALIFICATIONS OF TEACHERS AND ADMINISTRATORS; EQUALITY OF EDUCATIONAL OPPORTUNITY; SCHOOL MANAGEMENT; AND SELF DETERMINATION IN THE EDUCATION OF AMERICAN INDIAN CHILDREN ARE DISCUSSED. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 3; 18-22

ACCESSION NUMBER: EJ080806

PUBLICATION DATE: JUN 73

TITLE: INTERTRIBAL ATTITUDES AMONG NATIVE AMERICAN YOUTH

PERSONAL AUTHOR: FEAGIN, JOE R.; ANDERSON, RANDALL

DESCRIPTOR: *CULTURAL EDUCATION; *AMERICAN INDIANS; *CROSS CULTURAL STUDIES; *INTERGROUP RELATIONS; *YOUTH; ETHNIC STUDIES; STUDENT ATTITUDES

IDENTIFIER: PAN INDIANISM

THE INTERTRIBAL RELATIONSHIPS OF NATIVE AMERICANS IN FEDERAL BOARDING SCHOOLS LED TO THIS STUDY OF ATTITUDES AND CULTURAL DIFFERENCES. (AUTHOR/JB)

JOURNAL CITATION: SOCIAL SCIENCE QUARTERLY; 54; 1; 115-131

ACCESSION NUMBER: EJ080807

PUBLICATION DATE: MAR 73

TITLE: INDIANS LEARN 3 C'S--CAMPGROUNDS, CULTURE, AND CURRENCY

PERSONAL AUTHOR: HANNA, JOHN W.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *TOURISM; *PARKS; *RECREATIONAL FACILITIES; RECREATIONAL ACTIVITIES; TRAINING

MANY AMERICAN INDIAN GROUPS ARE TURNING TO TOURISM TO BETTER THEIR SOCIAL AND ECONOMIC CONDITIONS. THIS ARTICLE DETAILS THE TRAINING PROGRAMS THEY NEEDED FOR CAMPGROUND MAINTENANCE AND BUSINESS OPERATIONS. (JA)

JOURNAL CITATION: PARKS AND RECREATION; 8; 3; 28-31

ACCESSION NUMBER: EJ080888

PUBLICATION DATE: SUM 73

TITLE: INDIAN EDUCATION IN COLONIAL PERU

PERSONAL AUTHOR: MARTIN, LUIS

DESCRIPTOR: *AMERICAN INDIANS; *CURRICULUM; *EDUCATIONAL DEVELOPMENT; *LANGUAGE USAGE; *RELIGIOUS EDUCATION

IDENTIFIER: COLONIAL PERU

THE SPANIARDS WHO DEDICATED THEMSELVES TO THE EDUCATION OF THE AMERICAN INDIANS IN COLONIAL PERU WERE FIRM BELIEVERS IN INTELLECTUAL CAPABILITIES OF THE INDIANS AND IN THE NEED TO APPROACH THEM THROUGH THEIR OWN QUECHUA LANGUAGE. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 3; 44-7

ACCESSION NUMBER: EJ080928

PUBLICATION DATE: APRIL 73

TITLE: EDUCATION OF THE NATIVE AMERICAN? A BRIEF OVERVIEW

PERSONAL AUTHOR: BRIGHTMAN, LEHMAN

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING SCHOOLS; *EDUCATIONAL ENVIRONMENT; *EDUCATIONAL PROBLEMS; *STUDENT SCHOOL RELATIONSHIP; CIVIL RIGHTS; PROBLEMS

A DISUCSSION OF THE CONDITIONS AND ATMOSPHERE AT FEDERAL BOARDING SCHOOLS FOR INDIAN CHILDREN WHICH MAKE THEM EXAMPLES OF WHAT EDUCATION SHOULD NOT BE. (JC)

JOURNAL CITATION: JOURNAL OF NON-WHITE CONCERNS IN PERSONNEL AND GUIDANCE; 1; 3; 159-162

ACCESSION NUMBER: EJ081271

PUBLICATION DATE: SUM 73

TITLE: DID A TUSCARORA CONFEDERACY EXIST?

PERSONAL AUTHOR: BOYCE, DOUGLAS W.

DESCRIPTOR: *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *POLITICAL SOCIALIZATION; *TREATIES; *TRIBES; AMERICAN HISTORY

IDENTIFIER: TUSCARORA CONFEDERACY

JOURNAL CITATION: INDIAN HISTORIAN; 6; 3; 34-40

ACCESSION NUMBER: EJ081401

PUBLICATION DATE: SUM 73

TITLE: WHAT HAPPENED TO THE KALAPUYA? A STUDY OF THE DEPLETION OF THEIR ECONOMIC BASE

PERSONAL AUTHOR: RATCLIFF, JAMES L.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *CULTURE CONTACT; *ECONOMIC CHANGE; *INFECTIOUS DISEASES; AMERICAN HISTORY; MOBILITY

IDENTIFIER: KALAPUYA INDIANS

THE KALAPUYAN ECONOMY OF HUNTING, FISHING, ROOT DIGGING, BERRY GATHERING, AND INTERTRIBAL TRADE WAS DEPLETED IN THE FIRST 30 YEARS OF WHITE CONTACT, CAUSING THE NATIVES CONSIDERABLE HUNGER AND STARVATION. MANY DIED FROM INFECTIOUS DISEASES--TYPHUS, SMALLPOX, AND VENEREAL DISEASES. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 3; 27-33

ACCESSION NUMBER: EJ081775

PUBLICATION DATE: JUL 73

TITLE: ON THE ROAD TO WOUNDED KNEE

PERSONAL AUTHOR: NICKESON, STEVE

DESCRIPTOR: *AMERICAN INDIANS; *RACE RELATIONS; *CIVIL RIGHTS; *AMERICAN HISTORY

IDENTIFIER: *SOUTH DAKOTA; WOUNDED KNEE; OGLALA SIOUX INDIANS; AMERICAN INDIAN MOVEMENT; BUREAU OF INDIAN AFFAIRS; INDIAN REORGANIZATION ACT OF 1934

DESCRIBES THE SEVENTY-DAY CONFRONTATION BETWEEN THE OGLALA SIOUX CIVIL RIGHTS ORGANIZATION AND AMERICAN INDIAN MOVEMENT, AND THE U.S. DEPARTMENT OF JUSTICE AT WOUNDED KNEE, SOUTH DAKOTA. (RJ)

JOURNAL CITATION: RACE RELATIONS REPORTER; 4; 13; 21-28

ACCESSION NUMBER: EJ081983

PUBLICATION DATE: SUM 73

TITLE: BUCK

PERSONAL AUTHOR: GEORGE, LEN

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *ELEMENTARY GRADES; *LANGUAGE ARTS; *STORY READING

AN 8-YEAR-OLD AMERICAN INDIAN BOY LEARNS TO OVERCOME HIS FEAR OF THE FOREST AT NIGHT. (FF)

JOURNAL CITATION: WEEWISH TREE; 1; 6; 4-17

ACCESSION NUMBER: EJ082032

PUBLICATION DATE: SUM 73

TITLE: THE STRUGGLE OF NEVADA INDIANS TO HOLD THEIR LANDS, 1847-1870

PERSONAL AUTHOR: COLLEY, CHARLES C.

DESCRIPTOR: *AMERICAN INDIANS; *LAND SETTLEMENT; *RESERVATIONS (INDIAN); *UNITED STATES HISTORY; *TREATIES; CULTURAL DIFFERENCES

IDENTIFIER: NEVADA

THE CONFLICT BETWEEN AMERICAN INDIANS AND WHITES OVER LAND USE DICTATED MANY EVENTS OF EARLY NEVADA HISTORY (1847-1870). THE WHITE MAN'S DISREGARD FOR THE INDIAN CLAIMS AND CULTURE PROMOTED ANIMOSITY. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 3; 5-17

ACCESSION NUMBER: EJ082520

PUBLICATION DATE: JUL 73

TITLE: CHEMAWA INDIAN SCHOOL: A CASE STUDY OF EDUCATIONAL FAILURE

PERSONAL AUTHOR: BRIGHTMAN, LEHMAN L.

DESCRIPTOR: *SCHOOL VISITATION; *EDUCATIONAL QUALITY; *AMERICAN INDIANS; *EVALUATION; *SCHOOLS; EDUCATIONAL IMPROVEMENT; EDUCATIONAL CHANGE

JOURNAL CITATION: JOURNAL OF NON-WHITE CONCERNS; 1; 4; 207-213

ACCESSION NUMBER: EJ083185

PUBLICATION DATE: SEP 73

TITLE: ART IN THE CLASSROOM

PERSONAL AUTHOR: STUMP, SARAIN

DESCRIPTOR: *AMERICAN INDIANS; *ART; *COLLEGE PROGRAMS; ART TEACHERS; DESIGN; ELEMENTARY GRADES

IDENTIFIER: *CANADA; CULTURAL PROGRAMS

THE ARTICLE IS ABOUT THE UNIVERSITY OF SASKATCHEWAN AMERICAN INDIAN ARTS PROGRAM. INDIAN ARTISTS WERE SENT TO INDIAN SCHOOLS THROUGHOUT THE PROVINCE TO MAKE CHILDREN AWARE, THROUGH NATIVE ART, OF THE RICHNESS OF THEIR PAST. (FF)

JOURNAL CITATION: WEEWISH TREE; 2; 1; 7-14

ACCESSION NUMBER: EJ083186

PUBLICATION DATE: SEP 73

TITLE: THE INDIAN TODAY

PERSONAL AUTHOR: SUINA, BERNARD

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; *BEHAVIOR PROBLEMS; *POETRY; *SOCIAL PROBLEMS

THE POEM DESCRIBES THE AMERICAN INDIAN AND HIS ACCULTURATION INTO WHITE SOCIETY. (FF)

JOURNAL CITATION: WEEWISH TREE; 2; 1; 15-16

ACCESSION NUMBER: EJ083187

PUBLICATION DATE: SEP 73

TITLE: CINQUAIN POETRY

DESCRIPTOR: *AMERICAN INDIANS; *ELEMENTARY GRADES; *GRADE 2; *GRADE 3; POETRY

IDENTIFIER: *MINNESOTA

JOURNAL CITATION: WEEWISH TREE; 2; 1; 19-24

ACCESSION NUMBER: EJ083204

PUBLICATION DATE: F 73

TITLE: EDUCATION VIA RADIO AMONG GUATEMALAN HIGHLAND MAYA

PERSONAL AUTHOR: EARLY, JOHN D.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL RADIO; *LITERACY; *MATHEMATICS INSTRUCTION; CURRICULUM DEVELOPMENT; EDUCATIONAL PHILOSOPHY; TABLES (DATA)

IDENTIFIER: *MAYA; GUATEMALA; ATITECOS

JOURNAL CITATION: HUMAN ORGANIZATION; 32; 3; 221-29

ACCESSION NUMBER: EJ083205

PUBLICATION DATE: F 73

TITLE: THE CAPE CROKER INDIAN RESERVE FURNITURE FACTORY PROJECT

PERSONAL AUTHOR: DURAN, ELIZABETH C.; DURAN, JAMES A., JR.

DESCRIPTOR: *AMERICAN INDIANS; *EMPLOYMENT OPPORTUNITIES; *FURNITURE INDUSTRY; *PROGRAM DEVELOPMENT; ECONOMIC DEVELOPMENT; PILOT PROJECTS

IDENTIFIER: *CAPE CROKER OJIBWAY INDIAN RESERVE

JOURNAL CITATION: HUMAN ORGANIZATION; 32; 3; 231-42

ACCESSION NUMBER: EJ083747

PUBLICATION DATE: OCT 73

TITLE: CAREER EDUCATION: ¬INDIAN ADULTS''

PERSONAL AUTHOR: WATKINS, JAMES E.

DESCRIPTOR: *VOCATIONAL AGRICULTURE; *RESERVATIONS (INDIAN); *AGRICULTURAL ENGINEERING; *PROGRAM DESCRIPTIONS; *ENGINES; CAREER EDUCATION; ADULT VOCATIONAL EDUCATION; AGRICULTURAL MACHINERY; AMERICAN INDIANS; EQUIPMENT MAINTENANCE

JOURNAL CITATION: AGRICULTURAL EDUCATION MAGAZINE; 46; 4; 84

ACCESSION NUMBER: EJ085024

PUBLICATION DATE: F 73

TITLE: CURRENT TRENDS IN INDIAN EDUCATION

PERSONAL AUTHOR: RIDLEY, JACK

DESCRIPTOR: *AMERICAN INDIANS; *CURRENT EVENTS; *EDUCATIONAL TRENDS; *FEDERAL PROGRAMS; CIVIL RIGHTS; FEDERAL LEGISLATION; INDIVIDUAL POWER; RESERVATIONS (INDIAN); TREATIES

IDENTIFIER: *1964 CIVIL RIGHTS ACT

EDUCATIONAL TRENDS FOR AMERICAN INDIANS ARE COVERED IN TERMS OF THE 1964 CIVIL RIGHTS ACT; TITLE IV OF PUBLIC LAW (PL) 92-318; AND THE JACKSON BILL (SB 1017), ¬THE INDIAN SELF-DETERMINATION AND EDUCATIONAL PERFORMANCE ACT OF 1973''. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 4; 8-13

ACCESSION NUMBER: EJ085025

PUBLICATION DATE: F 73

TITLE: THE CASE FOR USING HISTORICAL DATA: THIRD GENERATION NATIONALISM

PERSONAL AUTHOR: MATHER, MARY E. FLEMING

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *HISTORICAL CRITICISM; *RESEARCH PROBLEMS; CASE STUDIES; HUMAN DIGNITY; HUMANISM; POLITICS

DISCUSSION IS ON THE POTENTIAL VALUE OF HISTORICAL DATA FOR AMERICAN INDIANS, ANTHROPOLOGISTS, AND THE DOMINANT SOCIETY IN GENERAL. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 4; 14-9

ACCESSION NUMBER: EJ085026

PUBLICATION DATE: F 73

TITLE: THE INDIAN SLAVE TRADE IN NEW MEXICO, 1846-1861

PERSONAL AUTHOR: SUNSIRE, ALVIN R.

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN STUDIES; *SLAVERY; *UNITED STATES HISTORY; ANGLO AMERICANS; INTERMARRIAGE; RACIAL INTEGRATION; SPANISH SPEAKING; SOCIAL CLASS

IDENTIFIER: *NEW MEXICO

THE STORY OF SLAVERY IN NEW MEXICO COVERS AMERICAN INDIANS, MEXICAN AMERICAN ¬RICOS'', MEXICANS, AND THE ANGLO AMERICANS. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 4; 20-2

ACCESSION NUMBER: EJ085027

PUBLICATION DATE: F 73

TITLE: THE TOBRINER DECISION

DESCRIPTOR: *AMERICAN INDIANS; *COURT LITIGATION; *DRUG LEGISLATION; *RELIGIOUS CONFLICT; CHURCHES

IDENTIFIER: *PEYOTE

PRESENTED IS A COURT CASE ON THE FREEDOM OF RELIGION FOR AMERICAN INDIANS WHO USE PEYOTE, A CENTRAL ELEMENT IN THE CEREMONY AND PRACTICE OF THE NATIVE AMERICAN CHURCH. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 6; 4; 26-31

ACCESSION NUMBER: EJ085028

PUBLICATION DATE: F 73

TITLE: ENGLISH AND AMERICAN INDIAN STUDIES

PERSONAL AUTHOR: LEWIS, ROBERT W.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AUTHORS; *ENGLISH CURRICULUM; *LITERATURE; TEACHING METHODS

IDENTIFIER: *AMERICAN INDIAN STUDIES

JOURNAL CITATION: INDIAN HISTORIAN; 6; 4; 32-7,54

ACCESSION NUMBER: EJ085029

PUBLICATION DATE: F 73

TITLE: SCIENCE AND ETHNOSCIENCE

PERSONAL AUTHOR: KIDWELL, CLARA SUE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CROSS CULTURAL STUDIES; *ENVIRONMENTAL CRITERIA; *SCIENCES; *ETHNOLOGY; PHYSICAL ENVIRONMENT; SCIENTIFIC CONCEPTS

JOURNAL CITATION: INDIAN HISTORIAN; 6; 4; 43-54

ACCESSION NUMBER: EJ085030

PUBLICATION DATE: SPR 73

TITLE: FLOODING OF SOUTHERN INDIAN LAKE--A THREAT TO STUDY OF HISTORY

PERSONAL AUTHOR: KUSTRA, RON

DESCRIPTOR: *AMERICAN INDIANS; *ARCHAEOLOGY; *CULTURAL BACKGROUND; *HISTORY; AMERICAN STUDIES; ETHNIC ORIGINS; SCIENCE EDUCATION

IDENTIFIER: *NORTHERN MANITOBA

THE HYDRO-ELECTRIC POWER DEVELOPMENT IN NORTHERN MANITOBA, CANADA IS A THREAT TO THE BURIED AND UNSTUDIED RECORD OF PREHISTORIC MAN. (FF)

JOURNAL CITATION: NORTHIAN; 9; 3; 5-7

ACCESSION NUMBER: EJ085031

PUBLICATION DATE: SPR 73

TITLE: NORTHERN CANADA IN THE 70'S

PERSONAL AUTHOR: CHRETIEN, JEAN

DESCRIPTOR: *AMERICAN INDIANS; *ECONOMIC DEVELOPMENT; *ESKIMOS; *GOVERNMENT ROLE; AGENCIES; ECOLOGY; NEEDS; POLICY

IDENTIFIER: *INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

THE ARTICLE IS CONCERNED WITH CANADA'S NATIONAL OBJECTIVES FOR THE NORTH. IT SETS OUT A REORDERING OF PRIORITIES, SUGGESTING A STRATEGY FOR ATTAINING THOSE OBJECTIVES WHICH THE GOVERNMENT CONSIDERS TO BE OF THE HIGHEST PRIORITY FOR THIS DECADE (1970) IN BOTH THE YUKON AND THE NORTHWEST TERRITORIES. IT TAKES SPECIAL ACCOUNT OF THE FACT THAT IN MOST AREAS NATIVE PEOPLES--AMERICAN INDIANS, ESKIMOS, AND METIS--ARE IN THE MAJORITY, A SITUATION UNIQUE IN CANADA. (FF)

JOURNAL CITATION: NORTHIAN; 9; 3; 20-25

ACCESSION NUMBER: EJ085032

PUBLICATION DATE: SPR 73

TITLE: TEN PRINCIPLES UNDERLYING A TEACHER EDUCATION PROGRAM FOR NATIVE PEOPLE

PERSONAL AUTHOR: BARNETT, DON C.; ALDOUS, MYRTLE

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL INNOVATION; *TEACHER EDUCATION; *TEACHER PROGRAMS; OBJECTIVES

IDENTIFIER: *METIS

PRESENTED ARE 10 PRINCIPLES FOR A TEACHER EDUCATION PROGRAM (INDIAN TEACHER EDUCATION PROGRAM) DESIGNED TO TRAIN AMERICAN INDIANS AND METIS AT THE UNIVERSITY OF SASKATCHEWAN, CANADA. (FF)

JOURNAL CITATION: NORTHIAN; 9; 3; 36-8

ACCESSION NUMBER: EJ085310

PUBLICATION DATE: OCT 73

TITLE: EFFECTS OF NONVERBALLY COMMUNICATED PERSONAL WARMTH ON THE INTELLIGENCE TEST PERFORMANCE OF INDIAN AND ESKIMO ADOLESCENTS

PERSONAL AUTHOR: KLEINFELD, J. S.

DESCRIPTOR: *NONVERBAL COMMUNICATION; *INTELLIGENCE TESTS; *CROSS CULTURAL STUDIES; INTERPERSONAL RELATIONSHIP; ADOLESCENTS; AMERICAN INDIANS; CULTURAL FACTORS; RAPPORT

IDENTIFIER: ESKIMOS

NONVERBAL CUES WHICH ENTHNOGRAPHIC ANALYSIS SUGGESTED WERE CENTRAL TO COMMUNICATING PERSONAL WARMTH TO INDIAN AND ESKIMO ADOLESCENTS DID PRODUCE SIGNIFICANT CHANGES ON INTELLIGENCE TEST PERFORMANCE. (AUTHOR/KM)

JOURNAL CITATION: JOURNAL OF SOCIAL PSYCHOLOGY; 91; 149-150

ACCESSION NUMBER: EJ085311

PUBLICATION DATE: OCT 73

TITLE: A NOTE ON DELAY OF GRATIFICATION AMONG THE HOPI

PERSONAL AUTHOR: GRANZBERG, GARY

DESCRIPTOR: *GOAL ORIENTATION; *NEED GRATIFICATION; *CROSS CULTURAL STUDIES; AMERICAN INDIANS; MATURATION; PERSONAL VALUES; PERSONAL VALUES; INDIVIDUAL DEVELOPMENT; AGRICULTURE; CULTURAL FACTORS

IDENTIFIER: HOPI INDIANS

A DELAY-OF-GRATIFICATION EXPERIMENT AMONG HOPI CHILDREN DEMONSTRATED A SURPRISINGLY HIGH ABILITY TO DELAY GRATIFICATION, A QUALITY POSSIBLY NUTURED IN HORTICULTURAL SOCIETIES WHICH TRAIN CHILDREN TO BE RESPONSIBLE FOR CARING OF THE CROPS. (AUTHOR/KM)

JOURNAL CITATION: JOURNAL OF SOCIAL PSYCHOLOGY; 91; 151-152

ACCESSION NUMBER: EJ085387

PUBLICATION DATE: F 73

TITLE: THE FAILURE OF INDIAN EDUCATION

PERSONAL AUTHOR: PORTER, PAT

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL QUALITY; *EDUCATIONAL NEEDS; FEDERAL PROGRAMS; STATE PROGRAMS

IDENTIFIER: INDIAN EDUCATION

INDIAN EDUCATION AS PROVIDED BY THE FEDERAL AND STATE GOVERNMENTS HAS PROVEN IRRELEVANT TO INDIAN NEEDS AND DESTRUCTIVE TO THE INDIAN CHILD. (AUTHOR/JA)

JOURNAL CITATION: CONTEMPORARY EDUCATION; 45; 1; 62-7

ACCESSION NUMBER: EJ085478

PUBLICATION DATE: OCT 73

TITLE: CLASSROOM CLIMATE AND THE VERBAL PARTICIPATION OF INDIAN AND ESKIMO STUDENTS IN INTEGRATED CLASSROOMS

PERSONAL AUTHOR: KLEINFELD, J. S.

DESCRIPTOR: *CLASSROOM ENVIRONMENT; *VERBAL COMMUNICATION; *CLASSROOM INTEGRATION; *SELF ESTEEM; AMERICAN INDIANS; ESKIMOS; STUDENT ATTITUDES; PERCEPTION

IDENTIFIER: *STUDENT VERBAL PARTICIPATION QUESTIONNAIRE

THIS STUDY EXAMINED THE RELATIONSHIP BETWEEN VILLAGE INDIAN AND ESKIMO STUDENTS' PERCEPTION OF THE CLASSROOM CLIMATE IN INTEGRATED CLASSROOMS AND THEIR VERBAL PARTICIPATION IN CLASSWORK. (AUTHOR)

JOURNAL CITATION: JOURNAL OF EDUCATIONAL RESEARCH; 67; 2; 51-2

ACCESSION NUMBER: EJ085480

PUBLICATION DATE: OCT 73

TITLE: VERBAL CONCEPTS OF INDIAN AND NON-INDIAN SCHOOL BEGINNERS

PERSONAL AUTHOR: MICKELSON, N. I.; GALLOWAY, C. G.

DESCRIPTOR: *VERBAL COMMUNICATION; *CONCEPT FORMATION; *AMERICAN INDIANS; *CULTURAL DISADVANTAGEMENT; KINDERGARTEN CHILDREN; EDUCATIONAL RESEARCH; TABLES (DATA); SCHOOL ENVIRONMENT

IDENTIFIER: *BOEHM TEST OF BASIC CONCEPTS; BTBC

ARTICLE CONSIDERED THE CONNECTION BETWEEN LOW ACHIEVEMENT PATTERN AND VERBAL CONCEPTS OF INDIANS COMPARED TO NON-INDIAN CHILDREN AT THE TIME THEY BEGAN KINDERGARTEN AND FIRST GRADE. (AUTHOR/RK)

JOURNAL CITATION: JOURNAL OF EDUCATIONAL RESEARCH; 67; 2; 55-6

ACCESSION NUMBER: EJ085541

PUBLICATION DATE: NOV 73

TITLE: ¬SIT LIKE AN INDIAN--- HOW?''

PERSONAL AUTHOR: TIMBERLAKE, PATRICIA V.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ETHNIC STUDIES; *ELEMENTARY SCHOOL CURRICULUM; AMERICAN INDIANS; ELEMENTARY SCHOOL TEACHERS; ELEMENTARY EDUCATION; ETHNIC GROUPS

A TEACHER DISCUSSES THE CRITERIA AND RESOURCES FOR A STUDY UNIT ON AMERICAN INDIANS. (GB)

JOURNAL CITATION: TEACHER; 91; 3; 16

ACCESSION NUMBER: EJ085738

PUBLICATION DATE: NOV 73

TITLE: ACCULTURATING THE INDIAN: FEDERAL POLICIES, 1834-1973

PERSONAL AUTHOR: CINGOLANI, WILLIAM

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN INDIAN CULTURE; *FEDERAL LEGISLATION; *CULTURAL PLURALISM; *SOCIAL PROBLEMS; HISTORICAL REVIEWS

ACCULTURATION HAS BEEN AN AIM OF FEDERAL INDIAN POLICIES FOR AT LEAST TWO HUNDRED YEARS. THIS ARTICLE GIVES REASONS FOR ITS FAILURE AND RECOMMENDS THAT IT BE ABANDONED OR REDEFINED. (AUTHOR)

JOURNAL CITATION: SOCIAL WORK; 18; 6; 24-28

ACCESSION NUMBER: EJ085739

PUBLICATION DATE: NOV 73

TITLE: NATIVE AMERICAN NONINTERFERENCE

PERSONAL AUTHOR: TRACKS, JIMM G. GOOD

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *SOCIAL WORKERS; *CULTURAL DIFFERENCES; *COMMUNICATION (THOUGHT TRANSFER); INTERVENTION; CULTURAL PLURALISM; PROGRAM EFFECTIVENESS

THE NATIVE AMERICAN PRINCIPLE OF NONINTERFERENCE WITH OTHERS CREATES AN OBSTACLE FOR SOCIAL WORKERS TRYING TO PRACTICE ¬INTERVENTION'' BUT MUCH PATIENCE AND RESPECT FOR THE PRINCIPLE CAN ENABLE WORKERS TO BE EFFECTIVE IN INDIAN COMMUNITIES. (AUTHOR)

JOURNAL CITATION: SOCIAL WORK; 18; 6; 30-34

ACCESSION NUMBER: EJ086643

PUBLICATION DATE: F/W 73

TITLE: THE INDIAN ARCHAEOLOGY OF LONG ISLAND

PERSONAL AUTHOR: WYATT, RONALD J.

DESCRIPTOR: *AMERICAN INDIANS; *ARCHAEOLOGY; *CULTURAL BACKGROUND; *SOCIOCULTURAL PATTERNS; ANCIENT HISTORY; HANDICRAFTS; HISTORY

IDENTIFIER: *LONG ISLAND

JOURNAL CITATION: COMMUNICATOR; 5; 1; 7-13

ACCESSION NUMBER: EJ086653

PUBLICATION DATE: JUL 73

TITLE: DILEMMAS OF MENTAL HEALTH SERVICE DELIVERY TO OFF-RESERVATION INDIANS

PERSONAL AUTHOR: BITTKER, THOMAS E.

DESCRIPTOR: *ALCOHOLISM; *MENTAL HEALTH PROGRAMS; *NONRESERVATION AMERICAN INDIANS; *SOCIAL ADJUSTMENT; *URBAN IMMIGRATION; ACCULTURATION; FEDERAL PROGRAMS; SOCIALLY DEVIANT BEHAVIOR; NEEDS

THE OFF-RESERVATION AMERICAN INDIAN HAS BEEN CONSPICUOUSLY IGNORED BY CONTEMPORARY HEALTH SERVICES DELIVERY SYSTEMS. AS A CONSTITUENT OF NEITHER FEDERALLY NOR LOCALLY ADMINISTERED PROGRAMS MANY OF HIS HEALTH NEEDS HAVE BEEN IGNORED. THIS IS PARTICULARLY APPARENT IN THE MANAGEMENT OF ALCOHOLISM PROBLEMS. (AUTHOR/FF)

JOURNAL CITATION: ANTHROPOLOGICAL QUARTERLY; 46; 3; 172-182

ACCESSION NUMBER: EJ086654

PUBLICATION DATE: OCT 73

TITLE: WINTER TRAPPING IN ALASKA

PERSONAL AUTHOR: DAVID, NICHOLAS

DESCRIPTOR: *AMERICAN INDIANS; *ESKIMOS; *FOOD; *INCOME; ANIMAL BEHAVIOR; ENVIRONMENT

IDENTIFIER: *ALASKA

WINTER TRAPPING AT THE MOUTH OF THE KUSKOKWIN RIVER HAS MUCH INFLUENCE ON INCOME AND FOOD FOR THE AMERICAN INDIANS AND ESKIMOS OF ALASKA. (FF)

JOURNAL CITATION: WEEWISH TREE; 2; 2; 17-18

ACCESSION NUMBER: EJ086655

PUBLICATION DATE: OCT 73

TITLE: THE SOUTHWEST INDIANS

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *FOOD; *MUSIC; *TRIBES; CULTURE; CULTURAL DIFFERENCES; HOUSING

IDENTIFIER: *SOUTHWEST INDIANS

DIFFERENT GROUPS OF AMERICAN INDIANS, WHO SPEAK DIFFERENT LANGUAGES, LIVE IN ARIZONA AND NEW MEXICO, AND THOSE PARTS OF CALIFORNIA, NEVADA, UTAH AND TEXAS CONSIDERED ¬THE SOUTHWEST''. (AUTHOR)

JOURNAL CITATION: WEEWISH TREE; 2; 2; 27-8

ACCESSION NUMBER: EJ086969

PUBLICATION DATE: NOV 73

TITLE: JUSTICE IN AMERICA: THE PERSISTENT MYTH

PERSONAL AUTHOR: GREENE, LINDA

DESCRIPTOR: *SOCIAL DISCRIMINATION; *SUPREME COURTS; *UNITED STATES HISTORY; AMERICAN INDIANS; CIVIL RIGHTS; NEGROES; CASE STUDIES; COURT LITIGATION; SLAVERY

IDENTIFIER: *JUSTICE

TWO CASE HISTORIES OF THE TREATMENT OF THE INDIANS AND BLACKS IN AMERICA ILLUSTRATE THE HISTORIC LACK OF CONCERN, WHERE PROFITABLE, FOR INJUSTICE UNDER LAW. (AUTHOR/KM)

JOURNAL CITATION: SOCIAL EDUCATION; 37; 7; 637

ACCESSION NUMBER: EJ087000

PUBLICATION DATE: NOV 73

TITLE: THE MAVERICK AND THE RED MAN: RICHARD HILDRETH VIEWS THE AMERICAN INDIAN

PERSONAL AUTHOR: HARMOND, RICHARD

DESCRIPTOR: *AMERICAN INDIANS; *HISTORICAL REVIEWS; *HISTORY; *UNITED STATES HISTORY; COMPARATIVE ANALYSIS

RICHARD HILDRETH'S PROTO-MODERN INTERPRETATION OF AMERICAN INDIAN HISTORY IS EXAMINED IN RELATION TO VIEWPOINTS OF OTHER MID-NINETEENTH CENTURY AMERICAN HISTORIANS. (SM)

JOURNAL CITATION: HISTORY TEACHER; 7; 1; 37-47

ACCESSION NUMBER: EJ087101

PUBLICATION DATE: SEP 73

TITLE: INTEGRATION AND ACCULTURATION OF COOPERATIVE BEHAVIOR AMONG BLACKFOOT INDIAN AND NON-INDIAN CANADIAN CHILDREN

PERSONAL AUTHOR: MILLER, A. G.

DESCRIPTOR: *AMERICAN INDIANS; *ACCULTURATION; *INTERGROUP RELATIONS; *CAUCASIAN STUDENTS; AMERICAN INDIAN CULTURE; SOCIAL INTEGRATION; CROSS CULTURAL STUDIES; CONFLICT; SECONDARY SCHOOL STUDENTS

IDENTIFIER: *CANADA

THE PURPOSE OF THIS STUDY WAS TO OBSERVE THE EFFECTS OF ACCULTURATION ON INTRAGROUP COOPERATION AND COMPETITION AMONG BLACKFOOT AND WHITE CANADIAN CHILDREN; TEAMS OF BOYS FROM AN INTEGRATED ELEMENTARY SCHOOL PLAYED A GAME ON THE MADSEN COOPERATION BOARD. (AUTHOR/JM)

JOURNAL CITATION: JOURNAL OF CROSS-CULTURAL STUDIES; 4; 3; 374-380

ACCESSION NUMBER: EJ087253

PUBLICATION DATE: OCT 73

TITLE: WHO ARE THE DISADVANTAGED?

PERSONAL AUTHOR: HENSON, KENNETH T.

DESCRIPTOR: *EDUCATIONAL DISADVANTAGEMENT; *DEFINITIONS; *EDUCATIONAL DEVELOPMENT; *MINORITY GROUPS; *EDUCATIONAL RESPONSIBILITY; URBAN AREAS; NEGROES; MEXICAN AMERICANS; IMMIGRANTS; AMERICAN INDIANS

AUTHOR ATTEMPTED TO DEFINE THOSE WHO ARE DISADVANTAGED AND PRESENTED BRIEF ANNOTATIONS OF EACH GROUP TO WHOM THE WORD APPLIED ACCORDING TO A NUMBER OF CONTEMPORARY EDUCATORS. (RK)

JOURNAL CITATION: CLEARING HOUSE; 48; 2; 117-20

ACCESSION NUMBER: EJ087258

PUBLICATION DATE: DEC 73

TITLE: THE PAST CAN MOTIVATE

PERSONAL AUTHOR: BURRELL, JAMES H.

DESCRIPTOR: *ART EDUCATION; *AMERICAN INDIAN CULTURE; *ART PRODUCTS; ART EXPRESSION; ART ACTIVITIES; ART; TEACHER DEVELOPED MATERIALS

DESCRIBES AN ART CLASS PROJECT IN WHICH STUDENTS LEARNED VARIOUS INDIAN ARTS AND CRAFTS AND BUILT MODEL INDIAN VILLAGES. (GB)

JOURNAL CITATION: SCHOOL ARTS; 73; 4; 20-1

ACCESSION NUMBER: EJ087273

PUBLICATION DATE: NOV 73

TITLE: A TALE OF TWO TRIBES

PERSONAL AUTHOR: KERSEY, HARRY A., JR.

DESCRIPTOR: *EDUCATIONAL DEVELOPMENT; *AMERICAN INDIANS; *AMERICAN INDIAN CULTURE; *FEDERAL GOVERNMENT; *CURRICULUM DEVELOPMENT; EDUCATIONAL CHANGE; PROGRAM DEVELOPMENT

ARTICLE EXAMINES THE METHODS TWO AMERICAN INDIAN TRIBES USED IN CONFRONTING THEIR EDUCATIONAL PROBLEMS. (RK)

JOURNAL CITATION: EDUCATIONAL FORUM; 38; 1; 50

ACCESSION NUMBER: EJ087686

PUBLICATION DATE: SUM 73

TITLE: SCHOOLING THE INDIAN CHILD -- A FACT SHEET

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL AID; *FEDERAL PROGRAMS; *SCHOOL DISTRICTS

SUGGESTS POSSIBLE SOURCES OF ASSISTANCE FOR AMERICAN INDIAN CHILDREN. (JF)

JOURNAL CITATION: FEDERAL AID PLANNER; 45-51

ACCESSION NUMBER: EJ087751

PUBLICATION DATE: DEC 73

TITLE: TITLE VIII AND THE OGLALA SIOUX

PERSONAL AUTHOR: WOODWARD, RICHARD G.

DESCRIPTOR: *DROPOUT PREVENTION; *FEDERAL PROGRAMS; *AMERICAN INDIANS; *ADULT PROGRAMS

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VIII; ESEA TITLE VIII; OGLALA SIOUX

DESCRIBES A SUCCESSFUL HIGH SCHOOL DROPOUT PREVENTION PROGRAM IN PINE RIDGE, SOUTH DAKOTA. (JF)

JOURNAL CITATION: PHI DELTA KAPPAN; 55; 4; 249-251

ACCESSION NUMBER: EJ087987

PUBLICATION DATE: OCT 72

TITLE: CANADIAN INDIANS

PERSONAL AUTHOR: LANE, ROBERT B.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL DIFFERENCES; *EDUCATIONAL PROGRAMS; CULTURAL BACKGROUND; FAILURE FACTORS; BICULTURALISM; LEARNING MOTIVATION; TEACHER ATTITUDES

IDENTIFIER: *CANADA

JOURNAL CITATION: CANADIAN PSYCHOLOGIST; 13; 4; 350-9

ACCESSION NUMBER: EJ088204

PUBLICATION DATE: OCT 73

TITLE: A NATIVE AMERICAN THEATRE ENSEMBLE

PERSONAL AUTHOR: BROWN, KENT R.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ACTING; *MYTHOLOGY; *THEATER ARTS; TRIBES; CULTURAL BACKGROUND

IDENTIFIER: *NA HAAZ ZAN

THE CEREMONIAL RITUALS AMERICAN INDIANS HAVE PRACTICED FOR CENTURIES ARE UNCONTESTABLE TESTIMONY TO HOW STRONGLY THEY RESPOND TO THEATRE. THESE RITUALS, A PURE AND FUNCTIONAL FORM OF DRAMATIC ART, ARE PRACTICED TODAY BY A NATIVE AMERICAN THEATER GROUP. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 1; 1-6

ACCESSION NUMBER: EJ088205

PUBLICATION DATE: OCT 73

TITLE: A TRIBAL AMERICAN PRESCHOOL

PERSONAL AUTHOR: LONG, JOHN; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *NONRESERVATION AMERICAN INDIANS; *PRESCHOOL EDUCATION; *PRESCHOOL CURRICULUM; *TRIBES; CULTURE CONFLICT

AMERICAN INDIAN CHILDREN ARRIVING FROM THE INDIAN RESERVATION WITH THEIR PARENTS MUST LEARN A NEW LANGUAGE AND NEW BEHAVIOR PATTERNS REQUIRED BY THE SCHOOL SETTING. THEY MUST ALSO BEGIN TO LEARN ABOUT THE WORKINGS AND CUSTOMS OF THE CITY AND ITS PEOPLE. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 1; 7-13

ACCESSION NUMBER: EJ088206

PUBLICATION DATE: OCT 73

TITLE: ACADEMIC TREATMENT OF THE INDIAN IN PUBLIC SCHOOL TEXTS AND LITERATURE

PERSONAL AUTHOR: MALLAM, R. CLARK

DESCRIPTOR: *AMERICAN INDIANS; *CURRICULUM EVALUATION; *ETHNIC STEREOTYPES; *PUBLIC SCHOOLS; *TEXTBOOK EVALUATION; CULTURAL IMAGES; CULTURAL PLURALISM; SOCIAL STUDIES

AMERICAN INDIAN EDUCATIONAL MATERIALS FOR ELEMENTARY SCHOOLS ARE LARGELY ETHNOCENTRIC, INACCURATE, DISTROTED, AND DENIGRATIVE DUE TO ANTHROPOLOGISTS WHO HAVE FAILED TO INVOLVE THEMSELVES IN THE ENCULTURALTION PROCESS RELATIVE TO THEIR FIELDS OF INTEREST. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 1; 14-9

ACCESSION NUMBER: EJ088207

PUBLICATION DATE: OCT 73

TITLE: MUSEUMS AND AMERICAN INDIAN EDUCATION

PERSONAL AUTHOR: HOULIHAN, PATRICK T.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *EDUCATIONAL FACILITIES; *MUSEUMS; *RESOURCE CENTERS; VIDEO TAPE RECORDINGS

THE ACTIVIST ROLES MUSEUMS CAN PLAY IN FURTHERING EDUCATIONAL OPPORTUNITIES FOR AMERICAN INDIANS IS DESCRIBED. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 1; 20-1

ACCESSION NUMBER: EJ088208

PUBLICATION DATE: OCT 73

TITLE: ORAL LANGUAGE PRODUCTION AND READING ACHIEVEMENT AMONG SELECTED STUDENTS

PERSONAL AUTHOR: FRY, MAURINE A.; JOHNSON, CAROLE SCHULTE

DESCRIPTOR: *AMERICAN INDIANS; *READING ACHIEVEMENT; *SPEECH SKILLS; *VERBAL TESTS; ACHIEVEMENT TESTS; CHILD LANGUAGE; DAY SCHOOLS; GRADE 2; LANGUAGE RESEARCH; PUBLIC SCHOOLS

IDENTIFIER: *PIMA MARICOPAS

THE STUDY, USING A DESIGN THAT CONTROLLED FOR CHRONOLOGICAL AGE, SEX, AND INTELLIGENCE, WAS CONDUCTED TO EXPLORE THE RELATION BETWEEN ORAL LANGUAGE AND READING ACHIEVEMENT AMONG 45 SECOND GRADE PIMA-MARICOPA INDIAN CHILDREN ATTENDING PUBLIC SCHOOL AND 24 ATTENDING A BUREAU OF INDIAN AFFAIRS DAY SCHOOL. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 1; 22-7

ACCESSION NUMBER:. EJ088209

PUBLICATION DATE: OCT 73

TITLE: DO-NE-HO-GEH-WAH: SENECA SACHEM AND CIVIL ENGINEERS

PERSONAL AUTHOR: FITZSIMMONS, NEAL

DESCRIPTOR: *AMERICAN INDIANS; *BIOGRAPHIES; *RESERVATIONS (INDIAN); *UNITED STATES HISTORY; ADULT LEADERS; GOVERNMENT ROLE; LEADERSHIP QUALITIES

IDENTIFIER: *PARKER (ELY SPENCER)

A GENERAL BIOGRAPHY OF ELY SPENCER PARKER, A SENECCA INDIAN AND FRIEND OF GENERAL U.S. GRANT, IS TOLD. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 1; 31-2

ACCESSION NUMBER: EJ088247

PUBLICATION DATE: NOV 73

TITLE: CHRISTMAS AMONG THE YAKIMA

PERSONAL AUTHOR: SEELATSEE, JULIA

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL EVENTS; *DANCE; *RELIGIOUS CULTURAL GROUPS

IDENTIFIER: *YAKIMAS; CHRISTMAS

THE YAKIMA INDIANS CELEBRATE CHRISTMAS BY DANCING AND FEASTING. (FF)

JOURNAL CITATION: WEEWISH TREE; 2; 3; 6-7

ACCESSION NUMBER: EJ088248

PUBLICATION DATE: NOV 73

TITLE: THE IROQUOIS

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *SOCIAL VALUES; *TRIBES; GOVERNMENTAL STRUCTURE

IDENTIFIER: *IROQUOIS

THE IROQUOIS INDIANS AND THEIR CULTURAL BACKGROUND IS DESCRIBED, ESPECIALLY THEIR SUCCESS IN ORGANIZING THE CONFEDERACY OF 6 NATIONS. (FF)

JOURNAL CITATION: WEEWISH TREE; 2; 3; 11-12

ACCESSION NUMBER: EJ088249

PUBLICATION DATE: NOV 73

TITLE: THE MAKING OF INDIAN HISTORY: TODAY

DESCRIPTOR: *AMERICAN INDIANS; *DICTIONARIES; *EDUCATIONAL PROGRAMS; *HISTORY; *POPULATION DISTRIBUTION; CULTURAL EVENTS; LANGUAGE GUIDES; TRIBES

DESCRIPTIONS OF AMERICAN INDIAN HISTORY IN THE MAKING ARE PRESENTED--E.G., SIOUX AND CHOCTAW INDIAN DICTIONARIES; AND AN ALL INDIAN RODEO HELD IN SAN FRANCISCO. (FF)

JOURNAL CITATION: WEEWISH TREE; 2; 3; 16-17

ACCESSION NUMBER: EJ088250

PUBLICATION DATE: NOV 73

TITLE: CONTRIBUTIONS OF THE AMERICAN INDIAN

PERSONAL AUTHOR: COSTO, RUPERT

DESCRIPTOR: *AMERICAN CULTURE; *AMERICAN INDIAN CULTURE; *AGRICULTURE; *CULTURAL EVENTS; *GAMES; HISTORY

SOME CONTRIBUTIONS OF THE AMERICAN INDIAN TO AMERICAN CULTURE ARE PRESENTED. EXAMPLES ARE POPCORN, CANOES, CIGARS, GAMES, AND CHEWING GUM. (FF)

JOURNAL CITATION: WEEWISH TREE; 2; 3; 27-28

ACCESSION NUMBER: EJ088448

PUBLICATION DATE: NOV 73

TITLE: AN ¬ETHNIC'' ARBORETUM

PERSONAL AUTHOR: EDDY, JOHN PAUL

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *BOTANY; *EDUCATIONAL FACILITIES; *SCIENCE ACTIVITIES; AMERICAN INDIANS; PLANT IDENTIFICATION; SCIENCE EDUCATION; TREES

IDENTIFIER: *ARBORETUM

LISTS THE INDIAN USES OF SIXTY PLANTS FOUND IN THE PIPESTONE NATIONAL MONUMENT ABORETUM IN MINNESOTA. SUGGESTS THAT SIMILAR ARBORETUMS BE PLANTED IN SCHOOLS TO PROVIDE STUDENTS WITH THE OPPORTUNITY OF BECOMING FAMILIAR WITH THESE NATIVE PLANTS AND HOW THEY CONTRIBUTED TO THE LIVES OF AMERICAN INDIANS AND EARLY SETTLERS. (JR)

JOURNAL CITATION: SCIENCE ACTIVITIES; 10; 3; 32-33

ACCESSION NUMBER: EJ088572

PUBLICATION DATE: NOV 73

TITLE: ETHNIC SETTLEMENTS ON TOPOGRAPHIC MAPS

PERSONAL AUTHOR: RAITZ, KARL B.

DESCRIPTOR: *HUMAN GEOGRAPHY; *MAPS; *ETHNIC GROUPS; *GEOGRAPHY INSTRUCTION; *LAND SETTLEMENT; AMERICAN INDIANS; TEACHING TECHNIQUES; NEGROES

HOW THE LARGE SCALE TOPOGRAPHIC MAP CAN BE A VALUABLE PEDAGOGICAL DEVICE OR DOCUMENTARY SOURCE IN THE STUDY OF THE CULTURAL CHARACTER OF CITIES OR RURAL AREAS IS FOCUSED UPON IN THIS ARTICLE. (AUTHOR/SM)

JOURNAL CITATION: JOURNAL OF GEOGRAPHY; 72; 8; 29-40

ACCESSION NUMBER: EJ088579

PUBLICATION DATE: AUT 73

TITLE: INTERIOR FIVE: A SIMULATION OF THE EXPANSION OF THE IROQUOIS CONFEDERACY

PERSONAL AUTHOR: BORAWSKI, THOMAS

DESCRIPTOR: *GAMES; *SOCIAL STUDIES; *HISTORY INSTRUCTION; *AMERICAN INDIANS; BIBLIOGRAPHIES; JUNIOR HIGH SCHOOL STUDENTS

IDENTIFIER: *STATE HISTORY; IROQUOIS; NEW YORK STATE

A SIMULATION GAME DESIGNED FOR SEVENTH GRADE STUDENTS OF NEW YORK HISTORY SHOWS HOW THE IROQUOIS CONFEDERACY WAS ABLE TO CONQUER MUCH OF PRESENT NEW YORK STATE. (AUTHOR/KM)

JOURNAL CITATION: SOCIAL SCIENCE RECORD; 11; 1; 16-18

ACCESSION NUMBER: EJ088666

PUBLICATION DATE: DEC 73

TITLE: RELATIONSHIPS OF SELF-CONCEPT, SOCIAL STATUS, AND SELF-PERCEIVED SOCIAL STATUS AND RACIAL DIFFERENCES OF PAIUTE INDIAN AND WHITE ELEMENTARY SCHOOL CHILDREN

PERSONAL AUTHOR: WITHYCOMBE, JERALDINE S.

DESCRIPTOR: *RACIAL DIFFERENCES; *SELF CONCEPT; *SOCIAL STATUS; *AMERICAN INDIANS; SOCIAL ATTITUDES; ELEMENTARY SCHOOL STUDENTS

IDENTIFIER: *PAIUTE INDIAN

JOURNAL CITATION: JOURNAL OF SOCIAL PSYCHOLOGY; 91; 337-338

ACCESSION NUMBER: EJ088674

PUBLICATION DATE: F 73

TITLE: LESSON PLANS BASED ON INQUIRY MODELS

PERSONAL AUTHOR: FISCHER, SUSAN A.; AND OTHERS

DESCRIPTOR: *SOCIAL STUDIES; *QUESTIONING TECHNIQUES; *INQUIRY TRAINING; ELEMENTARY EDUCATION; SECONDARY EDUCATION; LESSON PLANS; STEREOTYPES; AMERICAN INDIANS; TEACHER DEVELOPED MATERIALS

IDENTIFIER: *LENAPE INDIANS

SEQUENTIAL PLANS THAT FOCUS ON A TOPIC FOR GRADES THREE, FIVE, AND EIGHT ARE PRESENTED. (AUTHOR/RM)

JOURNAL CITATION: SOCIAL STUDIES JOURNAL; 2; 3; 46-63

ACCESSION NUMBER: EJ088766

PUBLICATION DATE: NOV 73

TITLE: REPORTER LEAD-IN

DESCRIPTOR: *RACE RELATIONS; *COURT LITIGATION; *INTEGRATION LITIGATION; *AMERICAN INDIANS; *NEGRO COLLEGES

IDENTIFIER: BOSTON; INDIANAPOLIS; FLORIDA; ALABAMA

NEWS BRIEFS RELATING TO MISINFORMATION ON RACIAL CONFLICT IN BOSTON; A DRIVE FOR IMPEACHMENT OF AN INDIANAPOLIS JUDGE WHO ORDERED THE IMPLEMENTATION OF A NEW DESEGREGATION FOR THE CITY; SLAVERY IN FLORIDA; PROTECTION FOR ARIZONA INDIANS FROM THE FLOODS; THE COMING INTO THE LIMELIGHT OF MILES COLLEGE, BIRMINGHAM, ALA.; AND OTHER. (RJ)

JOURNAL CITATION: RACE RELATIONS REPORTER; 4; 21; 1-10

ACCESSION NUMBER: EJ089101

PUBLICATION DATE: F 73

TITLE: BUSINESS MANAGEMENT TRAINING FOR NATIVE PEOPLES

PERSONAL AUTHOR: JEANNEAU, JOSEPH A.

DESCRIPTOR: *MANAGEMENT EDUCATION; *MANAGEMENT DEVELOPMENT; *TRAINING TECHNIQUES; *BUSINESS ADMINISTRATION; *INSTRUCTIONAL MATERIALS; MANPOWER DEVELOPMENT; AMERICAN INDIANS; ADULT EDUCATION

PREPARING NATIVE PEOPLE EITHER AS OWNER-MANAGERS OF SMALL BUSINESSES OR AS MANAGEMENT PERSONNEL FOR COOPERATIVE BUSINESSES IS THE SUBJECT OF A COURSE DEVELOPED BY THE CANADIAN DEPARTMENT OF MANPOWER AND IMMIGRATION. (DS)

JOURNAL CITATION: CANADIAN VOCATIONAL JOURNAL; 9; 3; 10-13

ACCESSION NUMBER: EJ089102

PUBLICATION DATE: F 73

TITLE: ALBERTA VOCATIONAL COLLEGE

DESCRIPTOR: *ADULT VOCATIONAL EDUCATION; *MANPOWER DEVELOPMENT; *CAREER EDUCATION; *CURRICULUM DEVELOPMENT; *COLLEGE PROGRAMS; INDUSTRIAL EDUCATION; AMERICAN INDIANS

A REPORT ON THE WAYS IN WHICH ALBERTA VOCATIONAL COLLEGE AT FORT MCMURRAY DELIVERS A VARIETY OF TRAINING THAT HELPS MEN AND WOMEN IN NORTHEASTERN ALBERTA BECOME SELF SUPPORTING. (DS)

JOURNAL CITATION: CANADIAN VOCATIONAL JOURNAL; 9; 3; 14,47-49

ACCESSION NUMBER: EJ089449

PUBLICATION DATE: NOV 73

TITLE: THE RENAISSANCE OF INDIAN EDUCATION

PERSONAL AUTHOR: ROSENFELT, DANIEL M.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CONTROL; *CITIZEN PARTICIPATION; *BILINGUAL EDUCATION; *FEDERAL PROGRAMS; ELEMENTARY SCHOOLS; SECONDARY SCHOOLS

IDENTIFIER: INDIAN SCHOOLS

DISCUSSES THE PRACTICAL CONSIDERATIONS THAT FACE INDIAN COMMUNITIES AS THEY BEGIN TO MOVE TOWARD TRANSFORMING THE RHETORIC OF "INDIAN CONTROL" INTO THE REALITY OF QUALITY EDUCATION. (AUTHOR)

JOURNAL CITATION: INEQUALITY IN EDUCATION; 15; 13-22

ACCESSION NUMBER: EJ089460

PUBLICATION DATE: JAN-FEB 74

TITLE: CROWNPOINT -- GETTING THE ENTIRE COMMUNITY INVOLVED

PERSONAL AUTHOR: CARLSON, BRUCE

DESCRIPTOR: *COMMUNITY PROGRAMS; *SCHOOL COMMUNITY PROGRAMS; *RECREATIONAL PROGRAMS; *AMERICAN INDIANS; *BOARDING SCHOOLS; COMMUNITY INVOLVEMENT; AMERICAN INDIAN CULTURE; COCURRICULAR ACTIVITIES

IDENTIFIER: NEW MEXICO; NAVAHOS

DESCRIBES COMMUNITY AND COCURRICULAR SCHOOL ACTIVITIES DEVELOPED BY EDUCATIONAL AND POLITICAL LEADERS IN CROWNPOINT, THE SITE OF A NAVAHO BOARDING SCHOOL. ILLUSTRATED. (DN)

JOURNAL CITATION: COMMUNITY EDUCATION JOURNAL; 4; 1; 7-11

ACCESSION NUMBER: EJ089463

PUBLICATION DATE: JAN-FEB 74

TITLE: PHOENIX INDIANS ADOPT COMMUNITY EDUCATION

PERSONAL AUTHOR: LITTLE, VINCENT; RUMMELL, LARRY

DESCRIPTOR: *COMMUNITY EDUCATION; *AMERICAN INDIANS; *COMMUNITY SCHOOLS; URBAN EDUCATION; PROGRAM DEVELOPMENT; COMMUNITY INVOLVEMENT

IDENTIFIER: PHOENIX; ARIZONA

DESCRIBES THE DEVELOPMENT OF A COMMUNITY EDUCATION PROGRAM FOR THE URBAN INDIAN POPULATION OF PHOENIX. (DN)

JOURNAL CITATION: COMMUNITY EDUCATION JOURNAL; 4; 1; 18-19,62

ACCESSION NUMBER: EJ090036

PUBLICATION DATE: JAN 74

TITLE: THE COMANCHE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ETHNIC GROUPS; *RESERVATIONS (INDIAN); *TRIBES; HISTORY; MINORITY GROUPS

IDENTIFIER: *COMANCHES

JOURNAL CITATION: WEEWISH TREE; 2; 4; 4-5

ACCESSION NUMBER: EJ090037

PUBLICATION DATE: JAN 74

TITLE: THE MAKING OF INDIAN HISTORY: TODAY

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; *GROUP UNITY; *SELF DIRECTED GROUPS; EDUCATIONAL CHANGE; EDUCATIONAL HISTORY; RESERVATIONS (INDIAN); TRIBES

IDENTIFIER: *COALITION OF INDIAN DIRECTED SCHOOL BOARDS

JOURNAL CITATION: WEEWISH TREE; 2; 4; 7-8

ACCESSION NUMBER: EJ090038

PUBLICATION DATE: JAN 74

TITLE: CONTRIBUTIONS OF THE AMERICAN INDIAN

PERSONAL AUTHOR: COSTO, RUPERT

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN HISTORY; *ANGLO AMERICANS; *CULTURAL EXCHANGE; *DEVELOPED NATIONS; TRANSPORTATION

AMERICAN INDIAN CONTRIBUTIONS TO THE DEVELOPMENT OF AMERICA ARE DESCRIBED. (FF)

JOURNAL CITATION: WEEWISH TREE; 2; 4; 9-10

ACCESSION NUMBER: EJ090039

PUBLICATION DATE: JAN 74

TITLE: THE BUREAU OF INDIAN AFFAIRS

DESCRIPTOR: *AMERICAN INDIANS; *GOVERNMENT ROLE; *LEGAL RESPONSIBILITY; *RESERVATIONS (INDIAN); CIVICS; FEDERAL GOVERNMENT; NATURAL RESOURCES; TREATIES

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS; BIA

THE BUREAU OF INDIAN AFFAIRS' RESPONSIBILITY IN PROTECTING THE INTERESTS OF THE AMERICAN INDIANS IS EXPLAINED. (FF)

JOURNAL CITATION: WEEWISH TREE; 2; 4; 17-18

ACCESSION NUMBER: EJ090040

PUBLICATION DATE: JAN 74

TITLE: WHAT ARE INDIAN TREATIES?

DESCRIPTOR: *AMERICAN INDIANS; *GOVERNMENT ROLE; *LEGAL RESPONSIBILITY; *TREATIES; CIVICS; AMERICAN HISTORY; FEDERAL LEGISLATION; TRIBES

JOURNAL CITATION: WEEWISH TREE; 2; 4; 25-6

ACCESSION NUMBER: EJ090394

PUBLICATION DATE: DEC 73

TITLE: RACIAL AND CULTURAL IDENTIFICATION AMONG CANADIAN INDIAN CHILDREN

PERSONAL AUTHOR: GRINDSTAFF, CARL F.; AND OTHERS

DESCRIPTOR: *IDENTIFICATION (PSYCHOLOGICAL); *RACIAL RECOGNITION; *AMERICAN INDIANS; *PRESCHOOL CHILDREN; *ELEMENTARY SCHOOL STUDENTS; CULTURAL AWARENESS; CULTURAL BACKGROUND; CAUCASIAN STUDENTS; SELF CONCEPT

IDENTIFIER: *CANADA

REPORTS AN INVESTIGATION OF RACIAL AND CULTURAL IDENTIFICATION AND PREFERENCES AMONG INDIAN CHILDREN IN CANADA, IN WHICH 36 INDIAN CHILDREN AND 35 WHITE CHILDREN FROM ONTARIO, RANGING IN AGE FROM THREE TO SEVEN, WERE GIVEN THE "DOLL" TEST DEVELOPED BY KENNETH CLARK. (AUTHOR/JM)

JOURNAL CITATION: PHYLON; 34; 4; 368-377

ACCESSION NUMBER: EJ090417

PUBLICATION DATE: JUL-OCT 73

TITLE: THE TREATMENT OF NATIVE AMERICANS IN RECENT CHILDREN'S LITERATURE

PERSONAL AUTHOR: FALKENHAGEN, MARIA; AND OTHERS

DESCRIPTOR: *TEXTBOOK RESEARCH; *CONTENT ANALYSIS; *ETHNIC STEREOTYPES; *AMERICAN INDIANS; *SURVEYS; TEXTBOOK CONTENT; CHILDRENS BOOKS; TEXTBOOK BIAS; TEXTBOOK SELECTION; MIGRANT CHILDREN

SUMMARIZES A STUDY WHICH CONCENTRATED ON DETERMINING THE GENERALIZATIONS AND CONCEPTS CONCERNING NATIVE AMERICANS IN TRADE BOOKS AVAILABLE TO HIGH SCHOOL EQUIVALENCY PROGRAM STUDENTS AT THE COLLEGE OF EDUCATION AT WASHINGTON STATE UNIVERSITY. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 4; 58-59

ACCESSION NUMBER: EJ090716

PUBLICATION DATE: MAR 74

TITLE: COCOPAH PARENTS BECOME PUPILS---THEN TUTORS

PERSONAL AUTHOR: MILLER, REBECCA; WESNER, SPURGEON W.

DESCRIPTOR: *TUTORIAL PROGRAMS; *AMERICAN INDIANS; *SCHOOL COMMUNITY RELATIONSHIP; EDUCATIONAL NEEDS; SCHOOL COMMUNITY PROGRAMS; ADULT EDUCATION; TUTORING

SELF-HELP AND REALISTIC GOALS WERE KEYS TO THIS ARIZONA COMMUNITY-BASED ENRICHMENT PROGRAM THAT BROUGHT DROPOUTS BACK TO SCHOOL AND STRENGTHENED READING SKILLS. (EDITOR)

JOURNAL CITATION: INSTRUCTOR; 83; 6; 96-100

ACCESSION NUMBER: EJ091054

PUBLICATION DATE: JAN 74

TITLE: AMERICAN INDIAN LITERATURE

PERSONAL AUTHOR: SMITH, WILLIAM F., JR.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *EDUCATIONAL RESOURCES; *AMERICAN INDIANS; *AMERICAN LITERATURE; *INSTRUCTIONAL MATERIALS; READING MATERIALS; SECONDARY EDUCATION; ENGLISH INSTRUCTION

PRESENTS ANNOTATED BIBLIOGRAPHIES OF NEW COMMERCIAL PRODUCTS AND PUBLICATIONS ON AMERICAN INDIAN LITERATURE. (RB)

JOURNAL CITATION: ENGLISH JOURNAL; 63; 1; 68-72

ACCESSION NUMBER: EJ091087

PUBLICATION DATE: JAN 74

TITLE: CONSERVATION AND READING ACHIEVEMENT OF SECOND GRADE BILINGUAL AMERICAN INDIAN CHILDREN

PERSONAL AUTHOR: BREKKE, BEVERLY; WILLIAMS, JOHN D.

DESCRIPTOR: *READING ACHIEVEMENT; *INTELLIGENCE TESTS; *BILINGUAL STUDENTS; *AMERICAN INDIANS; *CONSERVATION (CONCEPT); GRADE 2; DISADVANTAGED YOUTH; SOCIOECONOMIC STATUS

THE RESULTS OF THIS STUDY QUESTION THE USEFULNESS OF THE DRAW-A-MAN TEST AS A MEASURE OF INTELLIGENCE FOR THE BILINGUAL CHILD. (TO)

JOURNAL CITATION: JOURNAL OF PSYCHOLOGY; 86; 65-69

ACCESSION NUMBER: EJ091619

PUBLICATION DATE: W 73

TITLE: ATOMISM AND MOBILITY AMONG UNDERCLASS CHIPPEWAS AND WHITES

PERSONAL AUTHOR: LIEBERMAN, LEONARD

DESCRIPTOR: *AMERICAN INDIANS; *ANGLO AMERICANS; *INDIVIDUALISM; *LOWER CLASS; CULTURAL FACTORS; DEMOGRAPHY; EMPLOYMENT OPPORTUNITIES; JOB TRAINING; SOCIAL DEVELOPMENT

IDENTIFIER: *CHIPPEWAS

CHIPPEWAS AND WHITES OF UNDERCLASS BACKGROUND WERE STUDIED TO IDENTIFY POSSIBLE DIFFERENCES IN THE FREQUENCY OF ATOMISM IN THE 2 POPULATIONS AND TO DETERMINE THE EFFECTS OF DIFFERENCES ON MOBILITY AFTER TRAINING. (AUTHOR/KM)

JOURNAL CITATION: HUMAN ORGANIZATION; 32; 4; 337-47

ACCESSION NUMBER: EJ091654

PUBLICATION DATE: OCT-DEC 73

TITLE: TRAINING AMERICAN INDIAN HEALTH AIDES FOR NUTRITION EDUCATION

PERSONAL AUTHOR: OLSON, CHRISTINE M.; PRINGLE, DOROTHY J.

DESCRIPTOR: *AMERICAN INDIANS; *DIABETES; *HEALTH PERSONNEL; *HEALTH PROGRAMS; *NUTRITION; ETHNIC GROUPS; HEALTH EDUCATION; PROGRAM DESCRIPTIONS; SPECIAL HEALTH PROBLEMS

IDENTIFIER: OBESITY

DISCUSSES THE HEALTH PROBLEMS OF DIABETES AND OBESITY WHICH ARE PREVALENT AMONG THE AMERICAN INDIANS OF WISCONSIN, AND DESCRIBES A TRAINING PROGRAM OF PARAPROFESSIONAL HEALTH EDUCATORS DESIGNED TO HELP ALLEVIATE THESE PROBLEMS IN THE INDIAN COMMUNITY. (JR)

JOURNAL CITATION: JOURNAL OF NUTRITION EDUCATION; 5; 4; 242-245

ACCESSION NUMBER: EJ092085

PUBLICATION DATE: JAN 74

TITLE: LETTER FROM THE SOUTHWEST: ON BILINGUALISM

PERSONAL AUTHOR: JOHN, VERA

DESCRIPTOR: *BILINGUAL EDUCATION; *PROGRAM EVALUATION; *AMERICAN INDIANS; *SPANISH SPEAKING; BILINGUALISM; CURRICULUM DEVELOPMENT; MEXICAN AMERICANS; NAVAHO

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII PROGRAMS

DISILLUSIONMENT WITH THE MANY BILINGUAL PROGRAMS DEVELOPED UNDER TITLE VII, 1965 ELEMENTARY SECONDARY EDUCATION ACT, INDICATES ONLY A LESSENED COMMITMENT, AND A JUSTIFIABLY MORE CAUTIOUS APPROACH; THE SEEDS OF DOUBTS, THE PROBLEMS, AND POSSIBLY THE LIKELIHOOD OF FAILURE WERE BUILT INTO THE PROGRAM FROM THE BEGINNING. (AUTHOR/JM)

JOURNAL CITATION: URBAN REVIEW; 7; 1; 43-45

ACCESSION NUMBER: EJ092545

PUBLICATION DATE: FEB 74

TITLE: ALL CHIEFS, NO INDIANS: WHAT CHILDREN'S BOOKS SAY ABOUT AMERICAN INDIANS

PERSONAL AUTHOR: FISHER, LAURA

DESCRIPTOR: *CHILDRENS BOOKS; *CULTURAL PLURALISM; *AMERICAN INDIAN CULTURE; *TEXTBOOK BIAS; *CULTURE CONFLICT; ETHNIC GROUPS; AMERICAN INDIANS; ETHNIC STEREOTYPES; BOOKLISTS

DISCUSSES MANY OF THE COMMON MISCONCEPTIONS AND STEREOTYPES OF INDIANS PRESENTED IN CHILDREN'S LITERATURE. ALSO BRIEFLY DISCUSSES SEVERAL OF THE LESS DISCRIMINATORY AND BIASED BOOKS DEALING WITH AMERICAN INDIANS AND THEIR CULTURE BOTH PAST AND PRESENT. (TO)

JOURNAL CITATION: ELEMENTARY ENGLISH; 51; 2; 185-89

ACCESSION NUMBER: EJ092546

PUBLICATION DATE: FEB 74

TITLE: IMPROVING READING ABILITY OF INDIAN CHILDREN

PERSONAL AUTHOR: NARANG, H. L.

DESCRIPTOR: *READING IMPROVEMENT; *AMERICAN INDIANS; *DISADVANTAGED YOUTH; *READING INSTRUCTION; *LEARNING READINESS; READING ABILITY; ENGLISH (SECOND LANGUAGE); READING INTERESTS; BILINGUAL EDUCATION

DISCUSSES A NUMBER OF PROBLEMS FACING THE INDIAN STUDENT AND SUGGESTS HOW TEACHERS AND SCHOOLS CAN ALLEVIATE SOME OF THE DIFFICULTIES. (TO)

JOURNAL CITATION: ELEMENTARY ENGLISH; 51; 2; 190-92

ACCESSION NUMBER: EJ093288

PUBLICATION DATE: FEB 74

TITLE: THE IMAGE OF AMERICAN INDIANS PROJECTED BY NON-INDIAN WRITERS

PERSONAL AUTHOR: BYLER, MARY GLOYNE

DESCRIPTOR: *AMERICAN INDIANS; *CHILDRENS BOOKS; *ETHNIC STEREOTYPES; CULTURAL IMAGES

DESCRIBES THE STEREOTYPIC PORTREYAL OF AMERICAN INDIANS IN BOOKS WRITTEN BY NON-INDIANS. (JB)

JOURNAL CITATION: SCHOOL LIBRARY JOURNAL; 20; 6; 36-39

ACCESSION NUMBER: EJ093431

PUBLICATION DATE: JAN 74

TITLE: AN ALTERNATIVE TO FAILURE

PERSONAL AUTHOR: FITZGERALD, PAUL; DAVIS, THOMAS

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY SCHOOLS; *EDUCATIONAL PHILOSOPHY; *SCHOOL COMMUNITY RELATIONSHIP; CULTURAL CONTEXT; DROPOUT PREVENTION

IDENTIFIER: *WISCONSIN

THE DEVELOPMENT OF A COMMUNITY SCHOOL IN MENOMINEE COUNTY (KISHENA, WISCONSIN) IS DESCRIBED. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 2; 1-3

ACCESSION NUMBER: EJ093432

PUBLICATION DATE: JAN 74

TITLE: LEGAL OBLIGATIONS TO PROVIDE EDUCATIONAL SERVICES FOR INDIANS

PERSONAL AUTHOR: ROSENFELT, DANIEL M.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL POLICY; *FEDERAL PROGRAMS; *LEGAL RESPONSIBILITY; *TREATIES; FEDERAL STATE RELATIONSHIP; STATE LAWS

THE QUESTION OF WHO HAS THE LEGAL RESPONSIBILITY FOR PROVIDING EDUCATIONAL SERVICES TO AMERICAN INDIANS AND HOW THIS RESPONSIBILITY IS REFLECTED IN POLICY IS DISCUSSED. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 2; 4-8

ACCESSION NUMBER: EJ093433

PUBLICATION DATE: JAN 74

TITLE: THE NATIVE AMERICAN IN JUVENILE FICTION: TEACHER PERCEPTION OF STEREOTYPES

PERSONAL AUTHOR: FALKENHAGEN, MARIA; KELLY, INGA K.

DESCRIPTOR: *AMERICAN INDIANS; *ETHNIC STEREOTYPES; *ELEMENTARY SCHOOL TEACHERS; *TEACHER ATTITUDES; *TEXTBOOK BIAS; ADOLESCENT LITERATURE; CULTURE; LIFE STYLE

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 2; 9-13

ACCESSION NUMBER: EJ093434

PUBLICATION DATE: JAN 74

TITLE: A READING IMPROVEMENT STRATEGY

PERSONAL AUTHOR: ALLEY, ROBERT D.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BEHAVIOR CHANGE; *FEDERAL PROGRAMS; *READING PROGRAMS; *READING INSTRUCTION; BOARDING SCHOOLS; STUDENT MOTIVATION

IDENTIFIER: OKLAHOMA; ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I

A REPORT OF THE TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT, READING IMPROVEMENT PROJECT AT THE CHILOCCO INDIAN SCHOOL (OKLAHOMA) IS PRESENTED. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 2; 14-20

ACCESSION NUMBER: EJ093435

PUBLICATION DATE: JAN 74

TITLE: A CASE STUDY: SELF-DETERMINATION AND INDIAN EDUCATION

PERSONAL AUTHOR: ADAMS, DAVID

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; *EDUCATIONAL HISTORY; *SCHOOL ROLE; *INDIVIDUAL POWER; CULTURE CONFLICT; DECISION MAKING; SOCIAL DIFFERENCES; VALUES

THE ARTICLE REVIEWS THE HISTORY OF AMERICAN INDIAN EDUCATION, DISCUSSING THE INDIAN PERSPECTIVE OF EDUCATIONAL SELF-DETERMINATION. (FF)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 13; 2; 21-7

ACCESSION NUMBER: EJ093436

PUBLICATION DATE: AUT 73

TITLE: THE EDUCATION GAP: URBAN INDIANS IN BRITISH COLUMBIA

PERSONAL AUTHOR: STANBURY, W. T.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *COMPARATIVE ANALYSIS; *EDUCATIONAL BACKGROUND; *NONRESERVATION AMERICAN INDIANS; *URBAN IMMIGRATION; RESERVATIONS (INDIAN); RESEARCH PROJECTS

IDENTIFIER: *BRITISH COLUMBIA; CANADA

THE LEVEL OF EDUCATIONAL ACHIEVEMENT OF BRITISH COLUMBIA AMERICAN INDIANS LIVING OFF INDIAN RESERVATIONS IS EXAMINED. IN ADDITION, A SUMMARY OF A NUMBER OF EARLIER STUDIES OF INDIAN EDUCATIONAL ACHIEVEMENT IS PRESENTED. (FF)

JOURNAL CITATION: BRITISH COLUMBIA STUDIES; 19; 21-49

ACCESSION NUMBER: EJ093437

PUBLICATION DATE: W 73-74

TITLE: INDIANS IN BRITISH COLUMBIA: LEVEL OF INCOME, WELFARE DEPENDENCY AND POVERTY RATE

PERSONAL AUTHOR: STANBURY, W. T.

DESCRIPTOR: *COMPARATIVE ANALYSIS; *INCOME; *NONRESERVATION AMERICAN INDIANS; *SOCIOECONOMIC STATUS; *WELFARE; AMERICAN INDIANS; RESEARCH PROJECTS

IDENTIFIER: *BRITISH COLUMBIA; CANADA

THE PAPER PROVIDES A SUMMARY OF THE LEVEL OF INCOME AND WELFARE DEPENDENCY OF BRITISH COLUMBIA AMERICAN INDIANS IN THE 1960'S. EMPHASIS IS GIVEN TO INDIANS LIVING OFF RESERVATIONS. (FF)

JOURNAL CITATION: BRITISH COLUMBIA STUDIES; 20; 66-78

ACCESSION NUMBER: EJ093734

PUBLICATION DATE: W 74

TITLE: THE EDUCATION OF CANADIAN INDIANS: AN IN-DEPTH STUDY OF NINE FAMILIES

PERSONAL AUTHOR: BERGER, ALLEN

DESCRIPTOR: *AMERICAN INDIANS; *PARENT ATTITUDES; *FIELD INTERVIEWS; *EDUCATIONAL PROBLEMS; PARENT ROLE; DROPOUT RATE; FAMILY BACKGROUND; FAMILY INFLUENCE; SOCIOECONOMIC STATUS

IDENTIFIER: *CANADA

SUMMARIZES A SURVEY OF NINE FAMILIES OF CHILDREN PARTICIPATING IN A COMPENSATORY EDUCATION PROGRAM, INVESTIGATING THE VIEWS AND FEELINGS OF INDIAN PARENTS IN REGARD TO EDUCATION, CULTURE, AND RELATED MATTERS AS THESE MAY EFFECT THE HIGH DROPOUT RATE OF INDIAN STUDENTS. (JM)

JOURNAL CITATION: EDUCATION FOR THE DISADVANTAGED CHILD; 2; 1; 10-16

ACCESSION NUMBER: EJ093735

PUBLICATION DATE: F 73

TITLE: LIFE ON THE LARGEST RESERVATION: POVERTY AND PROGRESS IN THE NAVAJO NATION

PERSONAL AUTHOR: CROWELL, SUZANNE

DESCRIPTOR: *RESERVATIONS (INDIAN); *ECONOMIC DISADVANTAGEMENT; *SOCIAL CHANGE; *COMMUNITY AGENCIES (PUBLIC); *NAVAHO; AMERICAN INDIANS; LIFE STYLE; FEDERAL GOVERNMENT; CIVIL RIGHTS; EDUCATIONAL PROBLEMS

DISCUSSES PROBLEMS OF DAILY LIFE, JOBS, EDUCATION, AND GOVERNMENT AT THE CAPITAL OF THE NAVAJO NATION, WINDOW ROCK, FOCUSING ON SUCH LOCAL INSTITUTIONS AS THE NAVAJO TRIBAL ADMINISTRATION, THE TRIBAL COUNCIL, THE NAVAJO TRIBAL UTILITY AUTHORITY, THE BUREAU OF INDIAN AFFAIRS, AND TOHATCHI HIGH SCHOOL. (AUTHOR/JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 6; 1; 3-9

ACCESSION NUMBER: EJ093736

PUBLICATION DATE: F 73

TITLE: THE CONSTITUTIONAL STATUS OF AMERICAN INDIANS: THE LEGAL POSITION OF NATIVE AMERICANS

PERSONAL AUTHOR: SMITH, MICHAEL

DESCRIPTOR: *AMERICAN INDIANS; *RESERVATIONS (INDIAN); *CIVIL RIGHTS; *FEDERAL GOVERNMENT; *CONSTITUTIONAL HISTORY; TRIBES; LAW ENFORCEMENT; FEDERAL COURTS; FEDERAL LEGISLATION; UNITED STATES HISTORY

ARGUES THAT AN UNDERSTANDING OF THE UNIQUE LEGAL STATUS OF AMERICAN INDIANS IS ESSENTIAL TO APPRECIATING THE MYRIAD OF PROBLEMS FACED BY THE MORE THAN 300 TRIBES IN THE U.S.: INDIAN LAW IS A COMPLEX FIELD BASED UPON NUMEROUS TREATIES, STATUTES, REGULATIONS, AND COURT DECISIONS. (AUTHOR/JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 6; 1; 10-16

ACCESSION NUMBER: EJ093737

PUBLICATION DATE: F 73

TITLE: THE BUREAU OF INDIAN AFFAIRS: ITS ORIGINS AND CURRENT ACTIVITIES

PERSONAL AUTHOR: WITTSTOCK, LAURA WATERMAN

DESCRIPTOR: *AMERICAN INDIANS; *UNITED STATES HISTORY; *RESERVATIONS (INDIAN); *FEDERAL GOVERNMENT; *ADMINISTRATIVE POLICY; CONSTITUTIONAL HISTORY; CIVIL RIGHTS; GOVERNMENT ROLE; TRIBES; NONRESERVATION AMERICAN INDIANS

PRESENTS A CONTEXT FOR SUCH CRITICISMS OF THE BUREAU OF INDIAN AFFAIRS AS: INSUFFICIENT NUMBERS OF INDIANS IN HIGH POSITIONS; INSENSITIVITY TOWARD INDIANS AND THEIR PROBLEMS; MISHANDLING OF THE FUNDING OF PROGRAMS; INABILITY OR UNWILLINGNESS TO PROTECT INDIAN INTERESTS; AND, REFUSAL TO SERVE NONRESERVATION INDIANS. (JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 6; 1; 17-27

ACCESSION NUMBER: EJ093738

PUBLICATION DATE: F 73

TITLE: THE MENOMINEE STRUGGLE: A TRIBE FIGHTS TO RESTORE ITS FEDERAL STATUS

PERSONAL AUTHOR: ORFIELD, GARY

DESCRIPTOR: *TRIBES; *FEDERAL GOVERNMENT; *FEDERAL LEGISLATION; *ADMINISTRATIVE POLICY; GOVERNMENT ROLE; FEDERAL COURT LITIGATION; AMERICAN INDIANS; RESERVATIONS (INDIAN); ECONOMIC DISADVANTAGEMENT

IDENTIFIER: *WISCONSIN

DESCRIBES THE FIGHT OF THE MENOMINEES OF WISCONSIN, WITH INTENSE INDIAN SUPPORT ACROSS THE COUNTRY, AGAINST TERMINATION--A POLICY WHICH ATTEMPTED TO FORCE INDIAN ASSIMILATION; THE MENOMINEE RESTORATION BILL IS SEEN AS A MAJOR TEST OF WHETHER THE POLITICAL SYSTEM CAN CORRECT ABUSES OF INDIAN RIGHTS. (AUTHOR/JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 6; 1; 35-40

ACCESSION NUMBER: EJ093739

PUBLICATION DATE: F 73

TITLE: INDIANS AND THE MEDIA: A PANEL DISCUSSION

DESCRIPTOR: *AMERICAN INDIANS; *MASS MEDIA; *PROGRAMING (BROADCAST); *SOCIAL CHANGE; *POLITICAL ISSUES; RADIO; BROADCAST INDUSTRY; FILMS; BROADCAST TELEVISION; NEWS MEDIA

AN EXPLORATION OF COMMUNICATIONS AND THE APPROXIMATELY ONE MILLION INDIAN PEOPLE WHO LIVE IN THE U.S., BY PEOPLE IN FILM, TELEVISION, RADIO, AND PRINT NEWS; CONDENSED FROM THE TRANSCRIPT OF A PANEL DISCUSSION HELD JULY 6, 1973 IN CONJUNCTION WITH THE SMITHSONIAN INSTITUTION'S FOLKLIFE FESTIVAL IN WASHINGTON, D.C. (AUTHOR/JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 6; 1; 41-45

ACCESSION NUMBER: EJ093740

PUBLICATION DATE: F 73

TITLE: THOUGHTS ON THE INDIAN DILEMMA: BACKGROUNDING THE "INDIAN PROBLEM"

PERSONAL AUTHOR: MUSKRAT, JOSEPH

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL GOVERNMENT; *POLITICAL ISSUES; *ACTIVISM; *ADMINISTRATIVE POLICY; RESERVATIONS (INDIAN); SOCIAL ACTION; ETHNIC GROUPS; IDENTIFICATION (PSYCHOLOGICAL); GROUP UNITY

ARGUES THAT THE CORE OF THE INDIANS' PROBLEM IS THE INABILITY OF THEIR COMMUNITY TO ACHIEVE A SENSE OF CONTROL OVER ITS OWN DESTINY, AND EXPLORES WAYS IN WHICH THE INDIANS CAN ORGANIZE TO GAIN THE NECESSARY INTERNAL COHESION, RESOURCES, AND CAPABILITIES IN ORDER TO CREATE A SATISFACTORY POSITION WITHIN AMERICAN SOCIETY. (JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 6; 1; 46-50

ACCESSION NUMBER: EJ093741

PUBLICATION DATE: F 73

TITLE: THE FEDERAL EXECUTIVE BRANCH AND THE FIRST AMERICANS

PERSONAL AUTHOR: PATTERSON, BRADLEY H., JR.

DESCRIPTOR: *FEDERAL GOVERNMENT; *GOVERNMENT ROLE; *ADMINISTRATIVE POLICY; *FEDERAL COURT LITIGATION; *AMERICAN INDIANS; FEDERAL LEGISLATION; NONRESERVATION AMERICAN INDIANS; TRIBES; RESERVATIONS (INDIAN); CIVIL RIGHTS

A STATEMENT OF THE ADMINISTRATION'S POSITION ON INDIAN AFFAIRS, DISCUSSING BUDGET; THE BUREAU OF INDIAN AFFAIRS; SUCH PROGRAMS AS INDIAN HEALTH, THE OFFICE OF MINORITY BUSINESS ENTERPRISE, AND OEO/HEW COMMUNITY ACTION; THE AMERICAN INDIAN NATIONAL BANK; INDIAN PERSONNEL AND PARTICIPATION IN BIA; ALASKA CLAIMS; AND OTHER TOPICS. (JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 6; 1; 51-54

ACCESSION NUMBER: EJ093760

PUBLICATION DATE: NOV-DEC 73

TITLE: NAVAJOS AND VIRGIN ISLANDERS: EDUCATIONAL PARALLELS

PERSONAL AUTHOR: DEJNOZKA, EDWARD J.

DESCRIPTOR: *NAVAHO; *FEDERAL GOVERNMENT; *EDUCATIONAL POLICY; *EDUCATIONAL PROBLEMS; AMERICAN INDIANS; RESERVATIONS (INDIAN); HIGHER EDUCATION; EMPLOYMENT OPPORTUNITIES; EDUCATIONAL DIAGNOSIS

IDENTIFIER: *VIRGIN ISLANDS

SUMMARIZES OBSERVATIONS MADE BY THE AUTHOR WHO WAS FIRST, DURING 1963-1966, RESIDENT DIRECTOR OF THE NEW YORK UNIVERSITY--VIRGIN ISLANDS PROJECT IN EDUCATION, AND THEN, SINCE 1969, ASSISTANT DEAN, SCHOOL OF EDUCATION, AT NORTHERN ARIZONA UNIVERSITY, LOCATED VIRTUALLY ON THE DOORSTEP OF THE NAVAJO INDIAN RESERVATION. (JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 6; 17-19

ACCESSION NUMBER: EJ093764

PUBLICATION DATE: NOV-DEC 73

TITLE: CIVIL RIGHTS AND THE NATIVE AMERICAN

PERSONAL AUTHOR: WHITE, JOHN R.

DESCRIPTOR: *CIVIL RIGHTS; *AMERICAN INDIANS; *SUPREME COURT LITIGATION; *PUBLIC POLICY; *FEDERAL GOVERNMENT; RESERVATIONS (INDIAN); NONRESERVATION AMERICAN INDIANS; LAW ENFORCEMEN; LEGAL PROBLEMS; CONSTITUTIONAL HISTORY

ARGUES THAT THE PRESENT STATE OF CONFUSION IN REGARD TO THE LEGAL STATUS OF THE NATIVE AMERICAN IS A DIRECT RESULT OF THE GOVERNMENT'S FAILURE TO RESOLVE THE CONTROVERSY BETWEEN ASSIMILATION AND SEPARATISM; THE ENTIRE BODY OF LAW DEALING WITH NATIVE AMERICANS IS BUILT UPON THESE TWO CONFLICTING THEMES. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 11; 6; 31-34

ACCESSION NUMBER: EJ093857

PUBLICATION DATE: DEC 73

TITLE: ON THE FAILURE OF INDIAN EDUCATION

PERSONAL AUTHOR: HARRIS, HELEN L.

DESCRIPTOR: *AMERICAN INDIANS; *PUBLIC EDUCATION; *STEREOTYPES; *CULTURAL IMAGES; *EDUCATIONAL HISTORY; AUTHORS; CHILDREN; SCHOOL ROLE; EDUCATIONAL OPPORTUNITIES

WHILE THE PUBLIC CONSCIENCE HAS BEEN TOUCHED BY EVENTS HIGHLIGHTING THE PLIGHT OF THE AMERICAN INDIAN, CONSTRUCTIVE CHANGE ON A LONG TERM BASIS WILL DEPEND UPON THE QUALITY OF EDUCATION AND OPPORTUNITIES AVAILABLE TO INDIAN CHILDREN. THE AUTHOR RECALLS HER OWN EXPERIENCE AND THOSE OF HER CHILDREN IN PUBLIC SCHOOLS. (EDITOR)

JOURNAL CITATION: CLEARING HOUSE; 47; 4; 242-47

ACCESSION NUMBER: EJ094271

PUBLICATION DATE: APR 74

TITLE: REMODELING ON THE RESERVATION

PERSONAL AUTHOR: BEYL, DOYLE

DESCRIPTOR: *AGRICULTURAL EDUCATION; *DISADVANTAGED YOUTH; *TRADE AND INDUSTRIAL EDUCATION; *CARPENTERS; AMERICAN INDIANS

IDENTIFIER: *AGRICULTURAL MECHANICS (SUBJECT)

IN WISCONSIN, AGRICULTURAL MECHANICS RELATED TO CARPENTRY WAS CHOSEN AS THE SKILL AREA AROUND WHICH TO TRAIN CHIPPEWA INDIANS ON THE SAND LAKE RESERVATION IN SKILLS ASSOCIATED WITH HOME BUILDING AND REPAIR. THE TRAINING WAS OFFERED BY WISCONSIN INDIANHEAD TECHNICAL INSTITUTE AT NEW RICHMOND. (AUTHOR/DS)

JOURNAL CITATION: AMERICAN VOCATIONAL JOURNAL; 49; 4; 48

ACCESSION NUMBER: EJ094459

PUBLICATION DATE: MAR 74

TITLE: WHAT WE'VE LEARNED ABOUT TEACHING READING TO NAVAJO INDIANS

PERSONAL AUTHOR: MILLER, D. D.; JOHNSON, GAIL

DESCRIPTOR: *READING INSTRUCTION; *BILINGUAL EDUCATION; *AMERICAN INDIAN CULTURE; *CULTURAL BACKGROUND; *READING READINESS; CULTURAL AWARENESS; AMERICAN INDIANS; READING DIFFICULTY; SOCIAL EXPERIENCE

IDENTIFIER: NAVAHO CHILDREN

DESCRIBES THE PROBLEMS OF ACCULTURATION FOR THE NAVAJO CHILD LEARNING TO READ ENGLISH. (TO)

JOURNAL CITATION: READING TEACHER; 27; 6; 550-54

ACCESSION NUMBER: EJ095056

PUBLICATION DATE: W 74

TITLE: INDIANS IN COLONIAL PENNSYLVANIA: HISTORICAL INTERPRETATIONS

PERSONAL AUTHOR: COLLEY, CHARLES C.

DESCRIPTOR: *AMERICAN INDIANS; *COLONIAL HISTORY (UNITED STATES); *HISTORICAL CRITICISM; *SOCIAL STUDIES; HISTORICAL REVIEWS; UNITED STATES HISTORY

IDENTIFIER: *PENNSYLVANIA

THE WAY IN WHICH HISTORIANS HAVE SEEN THE AMERICAN INDIANS OF COLONIAL PENNSYLVANIA IS REPRESENTATIVE OF MANY OF THE PROBLEMS AND TRENDS IN THE HISTORICAL STUDY OF INDIANS IN ALL AREAS OF NORTH AMERICA. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 1; 2-5

ACCESSION NUMBER: EJ095057

PUBLICATION DATE: W 74

TITLE: WHO SAID BUFFALO AND LAND ARE ALL THEY STOLE FROM US?

PERSONAL AUTHOR: STUMP, SARAIN

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CULTURAL BACKGROUND; *CULTURAL FACTORS; *MUSIC ACTIVITIES; CREATIVE DEVELOPMENT; FINE ARTS; NON WESTERN CIVILIZATION

THE ARTICLE DEALS WITH THE IDEA THAT NON-INDIANS TEND TO BELIEVE THAT EVERYTHING OF VALUE--E.G., MUSIC--IN THE WORLD CAME FROM THEM. THE ARTICLE POINTS OUT THAT AMERICAN INDIANS HAD DEVELOPED MANY ART FORMS THAT ARE USUALLY CONSIDERED NON-INDIAN LONG BEFORE THE WHITE MAN CAME TO THE AMERICAS. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 1; 6-7

ACCESSION NUMBER: EJ095058

PUBLICATION DATE: W 74

TITLE: INDIANS AND SOUTHERN COLONIAL STATUTES

PERSONAL AUTHOR: KAWASHIMA, YASUHIDE

DESCRIPTOR: *AMERICAN INDIANS; *COLONIAL HISTORY (UNITED STATES); *SOUTHERN ATTITUDES; *SOUTHERN STATES; STATE LAWS; LEGAL RESPONSIBILITY

SOUTHERN STATUTES, WITH THEIR DUAL NATURE OF UNIFORMITY AND DIVERSITY, WERE DOUBTLESSLY AN ESSENTIAL SOURCE OF LAW FOR THE EXAMINATION OF COMPLEX LEGAL RELATIONS BETWEEN AMERICAN INDIANS AND ANGLO AMERICANS IN THE COLONIAL SOUTH. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 1; 10-16

ACCESSION NUMBER: EJ095059

PUBLICATION DATE: W 74

TITLE: NATIONAL SCHOOL LUNCH PROGRAM AND INDIAN SCHOOL CHILDREN

PERSONAL AUTHOR: LUKACZER, MOSES

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL PROGRAMS; *LEGAL RESPONSIBILITY; *LUNCH PROGRAMS; *STUDENT NEEDS

JOURNAL CITATION: INDIAN HISTORIAN; 7; 1; 17-23

ACCESSION NUMBER: EJ095060

PUBLICATION DATE: W 74

TITLE: NORTHERN AND EASTERN NEVADA: 1858-1971. LAND USE PATTERNS AND ABORIGINAL RIGHTS

PERSONAL AUTHOR: CLEMMER, RICHARD O.

DESCRIPTOR: *AMERICAN INDIANS; *LAND USE; *LAND SETTLEMENT; *TREATIES; NATURAL RESOURCES

IDENTIFIER: *NEVADA

SPECIAL ATTENTION IS DEVOTED TO THE RELATIONSHIP OF ABORIGINAL POPULATIONS TO EUROPEANOID AMERICAN ACTIVITIES, SINCE THE ABORIGINAL ETHIC OF RESOURCE USE DIFFERS SO GREATLY FROM THAT IMPOSED TODAY, AND SINCE ABORIGINAL LAND RIGHTS MAY PLAY AN IMPORTANT ROLE IN THE FUTURE OF NEVADA. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 1; 47-49

ACCESSION NUMBER: EJ095061

PUBLICATION DATE: W 74

TITLE: WHY THE NATIVE AMERICAN HERITAGE SHOULD BE TAUGHT IN COLLEGE

PERSONAL AUTHOR: TALBOT, STEVE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *COLLEGE INSTRUCTION; *CULTURAL BACKGROUND; *EDUCATIONAL NEEDS; NATIONALISM

IDENTIFIER: *UNIVERSITY OF CALIFORNIA AT BERKELEY

THE ESTABLISHMENT OF THE NATIVE AMERICAN STUDIES PROGRAM AT THE UNIVERSITY OF CALIFORNIA AT BERKELEY (1969), WHICH WAS THE RESULT OF INDIAN STUDENT AND COMMUNITY DISSATISFACTION, IS PRESENTED. (FF)

JOURNAL CITATION: INDIAN HISTORIAN; 7; 1; 42-44

ACCESSION NUMBER: EJ095062

PUBLICATION DATE: APR 73

TITLE: INDIAN SCHOOLS AND COMMUNITY CONTROL

PERSONAL AUTHOR: ROSENFELT, DANIEL M.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL PRACTICE; *FEDERAL PROGRAMS; *LEGAL RESPONSIBILITY; *SCHOOL LAW; BOARDING SCHOOLS; CONSTITUTIONAL HISTORY; FEDERAL STATE RELATIONSHIP; STATE SCHOOLS; TREATIES

THE ARTICLE HAS ENDEAVORED TO SET FORTH THE MANY LEGAL AND PRACTICAL CONSIDERATIONS WHICH FACE AMERICAN INDIAN COMMUNITIES AS THEY MOVE TOWARD INCREASED CONTROL OF THEIR OWN EDUCATION. (FF)

JOURNAL CITATION: STANFORD LAW REVIEW; 25; 4; 489-550

ACCESSION NUMBER: EJ095063

PUBLICATION DATE: W 74

TITLE: RESPONSE TO THE HOUSE STANDING COMMITTEE'S RECOMMENDATIONS FOR INDIAN EDUCATION (WATSON REPORT)

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL POLICY; *EDUCATIONAL NEEDS; *FEDERAL LEGISLATION; CURRICULUM ENRICHMENT; GOVERNMENT ROLE; PROGRAM EVALUATION

IDENTIFIER: *FEDERATION OF SASKATCHEWAN INDIANS

A TOTAL OF 17 RECOMMENDATIONS CONCERNING THE HOUSE STANDING COMMITTEE'S RECOMMENDATIONS FOR AMERICAN INDIAN EDUCATION ARE PRESENTED, WITH COMMENTS FOR EACH FROM THE FEDERATION OF SASKATCHEWAN INDIANS. (FF)

JOURNAL CITATION: NORTHIAN; 10; 1; 1-7

ACCESSION NUMBER: EJ095064

PUBLICATION DATE: W 74

TITLE: FEW NATIVES ON CAMPUS: LACK OF RELEVANCE?

PERSONAL AUTHOR: GREENSHIELDS, VERN

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE STUDENTS; *ENROLLMENT RATE; *HIGHER EDUCATION; *RELEVANCE (EDUCATION); UNDERGRADUATE STUDY; UNIVERSITIES

IDENTIFIER: UNIVERSITY OF SASKATCHEWAN; CANADA

THE LOW AMERICAN INDIAN ENROLLMENT IN THE UNIVERSITY OF SASKATCHEWAN, WHICH IS CAUSED BY THE SCHOOL'S LACK OF RELEVANCE TO THE INDIAN PEOPLE, IS DISCUSSED. (FF)

JOURNAL CITATION: NORTHIAN; 10; 1; 3-9

ACCESSION NUMBER: EJ095065

PUBLICATION DATE: W 74

TITLE: A LOOK AT INDIAN CONTROL OF INDIAN EDUCATION

PERSONAL AUTHOR: WEITZ, JACQUELINE M.

DESCRIPTOR: *AMERICAN INDIANS; *DECISION MAKING; *INDIVIDUAL POWER; *PARENT SCHOOL RELATIONSHIP; *SCHOOL COMMUNITY RELATIONSHIP; CULTURAL AWARENESS; EDUCATIONAL POLICY; EDUCATIONAL NEEDS; EDUCATIONAL CHANGE; LANGUAGE ROLE

THE OPPORTUNITY FOR AMERICAN INDIANS TO LEARN IN THEIR OWN WAY, A WAY OF DEEP CULTURAL ROOTS AND IMPLICATIONS, MUST BE PROVIDED IN SCHOOLS RATHER THAN USING THE EDUCATIONAL PSYCHOLOGY WHICH DOMINATES TODAY'S CLASSROOMS. THE IMPORTANCE OF ADOPTING AN INDIAN PHILOSOPHY IS STRESSED IN THIS POLICY STATEMENT BY THE NATIONAL INDIAN BROTHERHOOD. (SEE RC501434 FOR THE RELATED REPORT OF HOUSE STANDING COMMITTEE ON INDIAN AFFAIRS.) (FF)

JOURNAL CITATION: NORTHIAN; 10; 1; 11-15

ACCESSION NUMBER: EJ095066

PUBLICATION DATE: W 74

TITLE: EDUCATING ACROSS CULTURES: THE ALASKAN SCENE

PERSONAL AUTHOR: BARNHARDT, RAY

DESCRIPTOR: *AMERICAN INDIANS; *ACCULTURATION; *EDUCATIONAL PLANNING; *SCHOOL ROLE; BOARDING SCHOOLS; CULTURE CONFLICT; RURAL EDUCATION; SCHOOL DESIGN; URBAN SCHOOLS

IDENTIFIER: *ALASKA

THE ROLE OF THE SCHOOL AS IT RELATES TO THE ALASKAN AMERICAN INDIAN COMMUNITY AND ITS COMPONENTS (TEACHER, STUDENT, AND PARENT) IS DISCUSSED, ESPECIALLY IN TERMS OF THE SOCIOCULTURAL MILIEU OF THE SCHOOL AND COMMUNITY. (FF)

JOURNAL CITATION: NORTHIAN; 10; 1; 24-29

ACCESSION NUMBER: EJ095067

PUBLICATION DATE: W 74

TITLE: FREE SCHOOL MEALS A MUST

PERSONAL AUTHOR: ST. JACQUES, PAUL

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL IMPROVEMENT; *HEALTH PROGRAMS; *LUNCH PROGRAMS; *NUTRITION; HUNGER

IDENTIFIER: CANADA

JOURNAL CITATION: NORTHIAN; 10; 1; 30-31

ACCESSION NUMBER: EJ095068

PUBLICATION DATE: W 74

TITLE: COUNSELLING WITHIN AN ADULT INDIAN EDUCATION PROJECT

PERSONAL AUTHOR: COLLINS, RAY

DESCRIPTOR: *AMERICAN INDIANS; *ADULT EDUCATION; *ADULT COUNSELING; *OCCUPATIONAL GUIDANCE; CAREER OPPORTUNITIES; EMPLOYMENT COUNSELORS; EMPLOYMENT SERVICES

IDENTIFIER: *VANCOUVER; CANADA

JOURNAL CITATION: NORTHIAN; 10; 1; 35-39

ACCESSION NUMBER: EJ095369

PUBLICATION DATE: W 74

TITLE: NATIVE AMERICAN BIBLIOGRAPHY

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *ETHNIC STUDIES; RESOURCE MATERIALS; MINORITY GROUPS; BIBLIOGRAPHIES; HISTORY; CURRENT EVENTS

IDENTIFIER: *NEW ENGLAND

AN ANNOTATED BIBLIOGRAPHY OF CONTEMPORARY BOOKS APPROVED BY NATIVE AMERICANS CURRENTLY STUDYING THEIR NATIVE HISTORY, CULTURE AND CURRENT INDIAN AFFAIRS IS PROVIDED BY THOSE INVOLVED IN EDUCATION AND IN PROGRAMS OF INDIAN SELF-DETERMINATION. (AUTHOR/KM)

JOURNAL CITATION: JOURNAL OF OPEN EDUCATION; 2; 2; 72-78

ACCESSION NUMBER: EJ095569

PUBLICATION DATE: MAR 74

TITLE: PATERNALISM AND ITS MATES

PERSONAL AUTHOR: NICKESON, STEVE

DESCRIPTOR: *FEDERAL GOVERNMENT; *GOVERNMENT ROLE; *PUBLIC POLICY; *AMERICAN INDIANS; *ADMINISTRATIVE POLICY; RESERVATIONS (INDIAN); POLICY FORMATION; FEDERAL LEGISLATION; FEDERAL COURT LITIGATION

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

EXAMINES THE STRUGGLE FOR POWER IN THE BUREAU OF INDIAN AFFAIRS, FOCUSING ON THE QUESTION OF WHETHER INDIAN LAND AND WATER WILL BE CONTROLLED BY INDIANS OR SOMEBODY ELSE; THERE ARE THREE ANSWERS: CONTROL BY INDIANS THEMSELVES; CONTROL BY THE FEDERAL GOVERNMENT, AND CONTROL BY ANYONE WHO CAN TAKE IT, I.E., TERMINATION. (AUTHOR/JM)

JOURNAL CITATION: RACE RELATIONS REPORTER; 5; 5; 22-28

ACCESSION NUMBER: EJ095570

PUBLICATION DATE: MAR 74

TITLE: INDIAN TREATIES A HUNDRED YEARS LATER

PERSONAL AUTHOR: DELORIA, VINE, JR.

DESCRIPTOR: *TREATIES; *FEDERAL GOVERNMENT; *PUBLIC POLICY; *AMERICAN INDIANS; *POLITICAL ISSUES; LAW ENFORCEMENT; GOVERNMENT ROLE; FEDERAL LEGISLATION; ADMINISTRATIVE POLICY; RESERVATIONS (INDIAN)

ARGUES THAT THE FAILURE TO ENFORCE INDIAN TREATIES IS AT THE HEART OF MANY OF THE NATION'S INDIAN PROBLEMS TODAY; PROVIDING A BRIEF ANALYSIS OF THE HISTORICAL CONTEXT OF THESE PROBLEMS, AS WELL AS OF RECENT EVENTS; AND DISCUSSES SENATE JOINT RESOLUTION 133, INTRODUCED IN MID-JULY OF 1973 BY SENATOR ABOUREZK, AND RESPONSES TO IT. (JM)

JOURNAL CITATION: RACE RELATIONS REPORTER; 5; 5; 29-32

ACCESSION NUMBER: EJ095574

PUBLICATION DATE: JAN 74

TITLE: EDUCATING ETHNIC MINORITIES: AN AMERICAN CHALLENGE

PERSONAL AUTHOR: FANCHER, EVELYN P.

DESCRIPTOR: *MINORITY GROUP CHILDREN; *EDUCATIONAL PROBLEMS; *ACCULTURATION; *SCHOOL ROLE; *BIAS; NEGRO EDUCATION; AMERICAN INDIANS; MEXICAN AMERICANS; PUERTO RICANS; CULTURAL PLURALISM

ANALYZES THE PRACTICE OF STIGMATIZING CHILDREN FROM MINORITY FAMILIES BECAUSE THEY FAIL TO ADOPT THE CULTURE OF THE MAJORITY, FOCUSING ON THE DILEMMA THAT THE SCHOOLS, WHICH HAVE THE RESPONSIBILITY FOR ACCULTURATION, ARE AS GUILTY AS OTHER ELEMENTS OF SOCIETY IN CONDEMNING THE PERSONS FOR WHOM THEIR SERVICES HAVE BEEN A FAILURE. (AUTHOR/JM)

JOURNAL CITATION: NEGRO EDUCATIONAL REVIEW; 25; 1; 51-61

ACCESSION NUMBER: EJ096483

PUBLICATION DATE: MAY 74

TITLE: COMMUNITY COLLEGES. HASKELL INDIAN JUNIOR COLLEGE

PERSONAL AUTHOR: MARTIN, DONNA

DESCRIPTOR: *HIGHER EDUCATION; *JUNIOR COLLEGES; *AMERICAN INDIANS; *AMERICAN INDIAN CULTURE; *EDUCATIONAL OBJECTIVES

IDENTIFIER: *HASKELL INDIAN JUNIOR COLLEGE

HASKELL INDIAN JUNIOR COLLEGE IN LAWRENCE, KANSAS IS THE ONLY DEGREE-GRANTING JUNIOR COLLEGE UNDER THE AUTHORITY OF THE BUREAU OF INDIAN AFFAIRS. AS A GOVERNMENT-SUPPORTED INSTITUTION OF HIGHER EDUCATION, THE SCHOOL IS UNIQUE IN ANOTHER WAY: EACH OF ITS STUDENTS, WHO RECEIVE FREE ROOM, BOARD AND TUITION, MUST BE ONE-FOURTH INDIAN BLOOD. (AUTHOR)

JOURNAL CITATION: CHANGE; 6; 4; 55-56,64

ACCESSION NUMBER: EJ096744

PUBLICATION DATE: SPR 74

TITLE: FACTORS INFLUENCING RECENT NAVAJO AND HOPI POPULATION CHANGES

PERSONAL AUTHOR: KUNITZ, STEPHEN J.

DESCRIPTOR: *AMERICAN INDIANS; *CHANGE AGENTS; *FEDERAL PROGRAMS; *LIFE STYLE; *POPULATION TRENDS; FEDERAL LEGISLATION; LAND ACQUISITION; POPULATION GROWTH; RESERVATIONS (INDIAN)

IDENTIFIER: NAVAJOS; HOPIS

IN THIS PAPER, POPULATION CHANGES OF 2 SOUTHWESTERN AMERICAN INDIAN TRIBES, THE NAVAJOS AND THE HOPIS, ARE COMPARED AND IT IS SUGGESTED THAT THE DIFFERENCES ARE ACCOUNTED FOR BOTH BY FEDERAL POLICY AS IT HAS EFFECTED EACH RESERVATION'S LOSS OR ACQUISITION LAND AND, TO A LESSER DEGREE, BY THE LIVING ARRANGEMENTS OF EACH TRIBE. (AUTHOR/KM)

JOURNAL CITATION: HUMAN ORGANIZATION; 33; 1; 7-16

ACCESSION NUMBER: EJ096747

PUBLICATION DATE: SPR 74

TITLE: COMMUNITY FACTIONALISM AND TEACHER SURVIVAL IN THE ALASKAN BUSH

PERSONAL AUTHOR: CLINE, MICHAEL S.

DESCRIPTOR: *AMERICAN INDIANS; *CONFLICT; *INTERGROUP RELATIONS; *SCHOOL COMMUNITY COOPERATION; *TEACHER ATTITUDES; COMMUNITY LEADERS; GROUP STATUS; GROUP UNITY; IDENTIFICATION (PSYCHOLOGICAL); RURAL AREAS; TEACHER RESPONSE

IDENTIFIER: ALASKA; ATHABASCAN INIANS

THE PAPER EXAMINES THE DEVELOPMENT OF FACTIONS IN ONE ALASKAN VILLAGE AND THEIR IMPACT ON A SERIES OF TEACHERS, SINCE HOW TEACHERS AND OTHER OUTSIDERS IDENTIFY AND DEAL WITH THESE FACTIONAL GROUPS IS A CRUCIAL FACTOR IN THEIR ACCEPTANCE BY VILLAGERS. (KM)

JOURNAL CITATION: HUMAN ORGANIZATION; 33; 1; 102-106

ACCESSION NUMBER: EJ096750

PUBLICATION DATE: APR 74

TITLE: COMPETITION AND DOMINANCE OF NONNATIVE INSTITUTIONS IN THE CANADIAN NORTH

PERSONAL AUTHOR: SCHMIDT, RICHARD CONRAD

DESCRIPTOR: *AMERICAN INDIANS; *BUSINESS RESPONSIBILITY; *COOPERATIVE PROGRAMS; *ECONOMIC DEVELOPMENT; *MAJORITY ATTITUDES; COMPETITIVE SELECTION; ETHNIC GROUPS; MERCHANDISING; RACE RELATIONS

IDENTIFIER: CANADA; NORTHWEST TERRITORIES

THE ARTICLE SHOWS HOW THE DOMINATION OF NONNATIVE INSTITUTIONS SERVING INDIGENOUS PEOPLEIN THE CANADIAN NORTH CAN BE CONCEPTUALIZED AND HOW IT IS A DEVELOPMENTAL PROBLEM. ATTENTION IS FOCUSED ON THE CONDITIONS AND EVENTS LEADING TO THE INTRODUCTION AND SUDDEN COLLAPSE OF A PRODUCERS COOPERATIVE IN THE ETHNICALLY COMPLEX COMMUNITY OF FORT RAE, NORTHWEST TERRITORIES. (KM)

JOURNAL CITATION: GROWTH AND CHANGE; 5; 2; 28-32

ACCESSION NUMBER: EJ097184

PUBLICATION DATE: MAR 74

TITLE: SCHOOLING THE SAVAGE: ANDREW S. DRAPER AND INDIAN EDUCATION

PERSONAL AUTHOR: JOHNSON, RONALD M.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL POLICY; *ACCULTURATION; *EDUCATIONAL HISTORY; *BIOGRAPHIES; FEDERAL GOVERNMENT; UNITED STATES HISTORY; POLICY FORMATION; RESERVATIONS (INDIAN); RACIAL ATTITUDES

DAPER, A PROMINENT NEW YORK SCHOOLMAN AND ADVOCATE OF INDIAN ASSIMILATION BETWEEN 1886 AND 1913, AS A PUBLIC SCHOOL EDUCATOR, SPECIFICALLY URGED THE USE OF SCHOOLING TO INSTILL ANGLO-AMERICAN SOCIOCULTURAL VALUES IN MINORITY GROUP MEMBERS ESPECIALLY AMERICAN INDIANS, AND THEREFORE TO FACILITATE THEIR ASSIMILATION INTO SOCIETY. (AUTHOR/JM)

JOURNAL CITATION: PHYLON; 35; 1; 74-82

ACCESSION NUMBER: EJ097186

PUBLICATION DATE: MAR 74

TITLE: FORGOTTEN BUT NOT GONE: A CASE STUDY IN THE PERSISTENCE OF REFORM

PERSONAL AUTHOR: MARDEN, DAVID

DESCRIPTOR: *SOCIAL ACTION; *POVERTY PROGRAMS; *FEDERAL PROGRAMS; *AMERICAN INDIANS; NAVAHO; PUBLIC POLICY; HOPI; FEDERAL LEGISLATION

IDENTIFIER: *NAVAJO HOPI LONG RANGE REHABILITATION ACT OF 1950; OFFICE OF ECONOMIC OPPORTUNITY

THE NAVAJO-HOPI LONG RANGE ACT AND THE WAR ON POVERTY, HAD MUCH IN COMMON IN TERMS OF ASSUMPTIONS AND PATTERNS OF INTERACTION BETWEEN REFORMERS AND THOSE BEING REFORMED; PART OF THIS CONSISTANCY MAY BE ATTRIBUTED TO A FAILURE ON THE PART OF THE REFORMERS TO EXAMINE AND PROFIT FROM THE EXPERIENCES OF PREVIOUS REFORMERS. (AUTHOR/JM)

JOURNAL CITATION: PHYLON; 35; 1; 108-119

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